DOCUMENT RESUME

ED 068 464 SP 007 344

TITLE	A Guide to Concept Teaching, United States History, Grade 9. (From Reconstruction to the Present).
INSTITUTION	Madison Public Schools, Wis.
PUB DATE	68
NOTE	301p.
EDRS PRICE	MF-$0.65 HC-$13.16
DESCRIPTORS	*Concept Formation; Curriculum Development; *Curriculum Guides; *Grade 9; *History; *Social Studies

ABSTRACT

GRADES OR AGES: Grade 9. SUBJECT MATTER: United States history. ORGANIZATION AND PHYSICAL APPEARANCE: The conceptual approach forms the basis for each of four sections: Defining and Implementing a Conceptual Approach to Teaching Social Studies; Social Studies Skills To Be Developed and Reinforced by the Learner; Classroom Curriculum Planning; and a Conceptual Guide-U.S. History, Reconstruction; 1877 to the present. The conceptual guide covers six units: a review of issues in U. S. History 1787-1877, economic and social change 1877-1920, changes in government and political life 1877-1920, American foreign relations 1865-1920, the period of 1920-1940, and the themes in contemporary U.S. History 1940-present. The guide is lithographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: An overview of objectives is presented in the introduction to the conceptual guide. Activities are suggested under Student Learning Experiences. INSTRUCTIONAL MATERIALS: Books, records, films, filmstrips, and transparencies are listed under Instructional Materials. STUDENT ASSESSMENT: No provision is made for evaluation. (MJM)

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A GUIDE TO CONCEPT TEACHING

UNITED STATES HISTORY, Grade 9

(From Reconstruction to the Present)

FILMED FROM BEST AVAILABLE COPY

Department of Curriculum Development
Madison Public Schools
1968

SP007344

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(From Reconstruction to the Present)

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FOREWORD

The "Dark Ages" were not dark, and the "Age of Reason" did not seem reasonable to the people who were living during that period. Rare was the person who experienced any real comprehension of the bent and direction his society was taking at any given time. It has remained for the historian writing generations later to identify and conceptualize the experience of man. This is as it has been, but this is as it cannot remain. The knowledge explosion and the kaleidoscope of culture change which has blended yesterday and today into tomorrow have created value conflicts within our society. The "generation gap" syndrome now being telegraphed with such clarity demands that we refine and enhance the abilities of our students to conceptualize more effectively the world as it is, while they prepare to shape their world of tomorrow.

Suggestions in the *Guide to Concept Teaching in United States History From Reconstruction to the Present*, emphasize and encourage the development of a functional approach to learning. Reinforcement of ideals, clarification of values and attitudes, as well as refining appreciations and understandings, are the focus of this approach. With sharper definition of Negro visibility, the role of various ethnic groups has been stressed in the social studies curriculum to realize societal needs more concretely while setting a foundation for positive action in democratic living.

We appreciate the efforts of the various committees who during the last three years have helped to make this guide a reality.

DOUGLAS S. RITCHIE
Superintendent

Social Studies Committee
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Alfred Colucci
Garith Kangas
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David Parker
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Coordinator of Social Studies

THE CONCEPTUAL APPROACH

The summer curriculum committee in social studies centered their attention on the conceptual approach to the teaching of American history in grade nine.

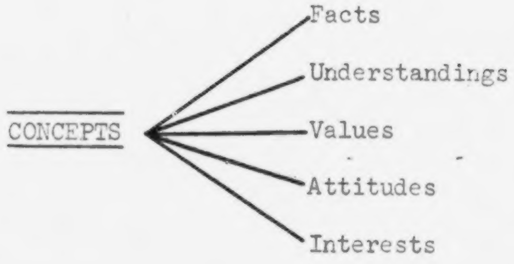
Concepts are broad expanding categories of knowledge. A curriculum based on concept development is designed to give the learner a frame of reference for thinking and understanding. There is agreement by the summer committee that the various social studies disciplines merit attention in the elementary and secondary schools' social studies program. The concept approach encompasses all social studies disciplines. The committee has selected a number of basic concepts which in turn have been translated into meaningful social studies experiences.

The conceptual approach should show relationships of various subject fields. It should expose the student to important ideas in these disciplines. It should avoid fractionalization of the social studies into small unrelated compartments. More attention at all grade levels has been given to the disciplines of economics, geography, history, political science, and sociology. More intensive attention to all the disciplines should add perspective and comprehension to the true meaning of conceptual teaching in helping the student understand his world and in giving dimension to political, social and economic experiences. Students should see that there are many ways of looking at a concept, and should be able to glean from all the disciplines new and varied understandings which are related to the central ideas or concepts.

ARTHUR H. MENNES
Director, Curriculum Development

OMAR N. KUSSOW
Coordinator of Social Studies

DEFINING AND IMPLEMENTING
A
CONCEPTUAL APPROACH


CONCEPTS
Facts
Understandings
Values
Attitudes
Interests

TO
TEACHING SOCIAL STUDIES

A. INTRODUCTION

That we live in a world more marked by change than ever before has brought the double impact of the knowledge explosion and the need to be able to make creative, first-time decisions into sharper focus. National and state efforts to re-evaluate social studies curricula show clear recognition of these needs. Today, an increasing emphasis is being placed upon understanding of subject matter. This requires more than "covering the social studies textbook." Understanding subject matter means recognizing it, organizing it, judging it, and being able to apply it creatively to new situations.

A rapidly changing world requires that the student prepare himself to find out things on his own. If he is taught the three reasons for the Populist Revolt, he is gaining little that will be of use to him in the future. If he can be placed in the Populist period as a participant through the use of a variety of imaginative materials, he can be helped to ask the right questions that are relevant to the period. He can then ask those questions to find what is a fact and what is not a fact, to develop a tentative hypothesis and verify it through the use of evidence, and to apply his findings to new situations. If we can assist the student to do this, then we are helping him to live in a changing world.

To most effectively prepare the student to live in a world of rapid change, Jerome Bruner and others suggest that teachers can assist the student to collect and organize into concepts the multiplicity of facts that confront them. These concepts can then be used to formulate hypotheses which, in turn, will help the student revise his theory about given social phenomena.

Rationale

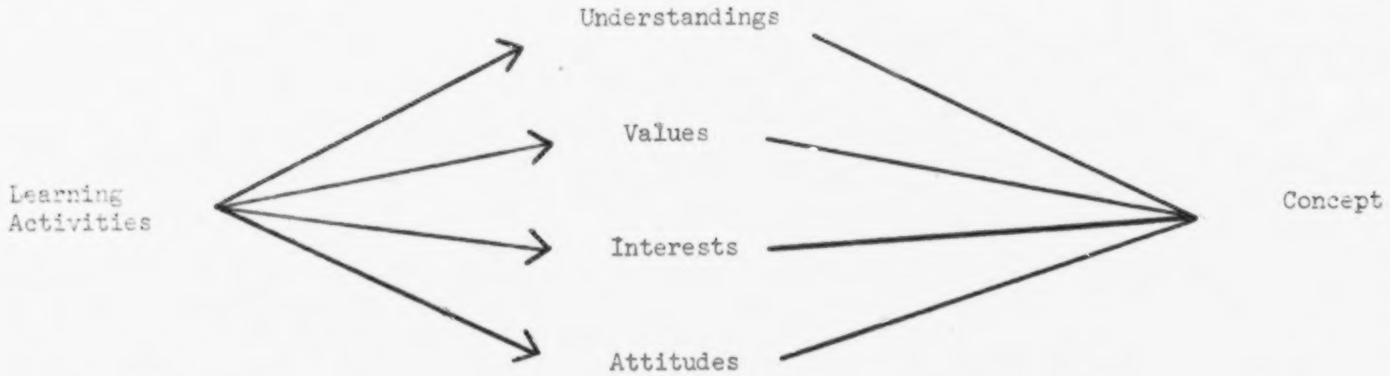
The State Department of Public Instruction committee working on curriculum revision in Wisconsin gives the following reasons for a conceptual approach:

> "In 1900 civics, history, and geography were the dominant, if not the only, offerings in the social studies curriculum as taught within the elementary and secondary school. The disciplines of history and geography are still the central core of social studies instruction. However, today with the growth and sophistication of knowledge, economics, sociology, anthropology, political science, and social psychology have a legitimate claim to relatively detailed examination within the social studies curriculum. There is agreement that these disciplines merit attention within the elementary and secondary school offerings, but the question remains: Where does the curriculum planner find the available time and opportunity

> for including these subjects as courses of study? The concept-development approach is predicated on the assumption that the ends of education can be well served by bisecting the above disciplines and selecting a number of basic concepts which in turn are translated into meaningful educative experiences."

This approach provides a kindergarten through twelfth grade learning experience which gives continuity to the social studies curriculum and thus allows the teacher and student to be part of a logically developed, integrated system. The reorganization of the sequence, scope, and method of the social studies curriculum in the Madison Public Schools has been planned around this conceptual approach.

DEFINING A CONCEPTUAL APPROACH


Learning Activities
Understandings
Values
Interests
Attitudes
Concept

The many varied learning activities provide an opportunity for each student to make maximum use of his activities.

B. DEFINING THE CONCEPTUAL APPROACH TO TEACHING SOCIAL STUDIES

The Conceptual Approach

The conceptual approach involves the use of generalizations (concepts and understandings) in:

- Establishing a framework for the organization and integration of social studies knowledge.
- Establishing an analytical framework for teaching intellectual skills and cultivating attitudes, values, and interests.
- Establishing organizing principles which can be used to develop a frame of reference or a way of looking at the world.

Concepts and Subconcepts

Concepts are those big ideas which serve as vehicles of thought. Although concepts are conveyed through language, it is not accurate to say that words themselves are concepts. Rather, a concept expressed through language is a man-made construct which is useful in categorizing human experience and helps to make our total world of experience more meaningful. New knowledge may cause an accepted concept to become unacceptable or require serious modification.

While there are many types of social studies concepts, we are particularly interested in those that are significant in the organized social studies disciplines. These should be basic enough to be useful in all social studies courses and should be capable of illustration by social data. For example, "People are more alike than they are different" is a concept. It is a universal that can be illustrated by social studies data and it can be applied to all social studies disciplines and grade levels. A concept is not a value judgment. For example, "The American form of government is the best form of government" is a value judgment, not a concept. Likewise, "The United States in the nineteenth century pursued a policy of isolation" is more clearly an understanding which might support a given concept but which is itself derived from certain learning experiences.

A subconcept is a more specific elaboration of a concept. For example, "This is a bountiful earth but some of its resources are irreplaceable" is a concept. "The use of natural resources has a definite effect on man's standard of living" is a subconcept.

Understandings

Through the conceptual approach those vehicles of thought which have been defined as concepts are validated by observation. The suggested concepts found in section C of this guide have been identified as being among those concepts which are important to the general outcomes of the K-12 social studies sequence.

Understandings are components of concepts or subconcepts. They are clusters of categories that make up and define the concept. Note, for example on page 86 the concept "Differences in economic ideology and distribution of wealth lead to conflicts within society." Supporting this concept are five understandings. Each of these understandings ascribes a specific aspect of the concept and gives a distinctive character or quality to the concept.

Supporting Learning Experiences

Learning experiences provide the learner with situations in which the understandings supporting the concept are identified. *Instances*, as learning experiences, are of three general classifications:

- *Positive instances* have all the attributes required by the concept.
- *Negative instances* are lacking in at least one of the attributes required by the concept.
- *Non-instances* have none of the attributes required by the concept.

Most of the learning experiences included in the guide are positive instances. A few, depending upon interpretation, may be classified as negative instances. No non-instances are included. Negative and non-instances should be included only when the teacher believes that the student has progressed in his use of the conceptual approach to the point where he can effectively handle these classifications. Hence, teacher directed activity is very important at the learning experience level of the conceptual approach. In other words, the teacher should either directly or indirectly control the social data that the student will use. Emphasis upon positive instances should remain as a guiding principle for the academically unsuccessful student. At all levels of ability, however, the learner should be challenged within the range of his social and intellectual maturity. If too many negative or non-instances are included, there is a danger that these challenges will only serve to frustrate the learner and eventually encourage him to give up.

C. SOCIAL STUDIES CONCEPTS

The teacher should recognize that these concepts are only a suggested list.
committee attempted to select those concepts from all the social studies discipli
U. S. history from 1865 to the present.

POLITICAL SCIENCE CONCEPTS

1. Some form of government is common to all societies.
2. The form and complexity of governmental systems varies in time and with societies.
3. Political institutions within a society are subject to either evolutionary or revolutionary change.
4. Societies must devise means of distributing political power.
5. Political power within a society tends to gravitate into the hands of a few, but leadership cannot long disregard the citizenry.
6. Differences in political institutions and ideologies often lead to conflicts among and within societies.
7. Societies differ in justification of their political institutions, laws, and distribution of political power.
8. Governments are not always concerned with the welfare of their citizens.
9. The concern of governments for the welfare of their citizens will vary in time and in process.
10. Societies develop laws and sanctions in order to regulate themselves.

ECONOMICS CONCEPTS

1. In all societies wealth is distributed unequally.
2. Differences in economic ideology and distribution of wealth lead to conflicts within a society.
3. Economic systems have a marked influence on a society's political and social institutions. Conversely, political and social institutions influence economic systems.

GEOGRAPHY CONCEPTS

1. Some geograp
must be over
material prog
2. Uneven distr
interdepende
inevitable.
3. Ours is a sh
of space and
nology of a
4. This is a bo
resources ar

HISTORY CONCEPTS

1. Historical l
play of event
2. Human experie
related; cha
human and so
3. The causes o
complex.
4. Present day
problems are
situations.

SOCIOLOGY CONCEPTS

1. It has been
ment to releg
ious social
2. What people b
more importan
determining
3. The rate of
dent upon the
and beliefs.

CONCEPTS

should recognize that these concepts are only a suggested list. Additions can be made. The
d to select those concepts from all the social studies disciplines which most pertained to
1865 to the present.

CONCEPTS

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wealth lead to conflicts within a

ystems have a marked influence on
s political and social institutions.
, political and social institutions
economic systems.

GEOGRAPHY CONCEPTS

1. Some geographic factors are obstacles which must be overcome by man; others are assets to material progress.
2. Uneven distribution of natural resources makes interdependence and trade between societies inevitable.
3. Ours is a shrinking world; however, the effect of space and distance is related to the technology of a society.
4. This is a bountiful earth, but some of its resources are irreplaceable.

HISTORY CONCEPTS

1. Historical leadership results from the interplay of events and personalities.
2. Human experience is continuous and interrelated; change is an ever present factor in human and social development.
3. The causes of history are always multiple and complex.
4. Present day social, political, and economic problems are outgrowths of previous historical situations.

SOCIOLOGY CONCEPTS

1. It has been typical of society for one segment to relegate another to a less prestigious social position.
2. What people believe to be true is frequently more important than existing reality in determining their behavior.
3. The rate of social change is in part dependent upon the strength of prevailing customs and beliefs.

D. AN ILLUSTRATION OF HOW SOCIAL STUDIES CONCEPTS ARE RELATED TO UNDERST

The following is an illustration of how social studies concepts a
to understandings at various grade levels.

UNDER

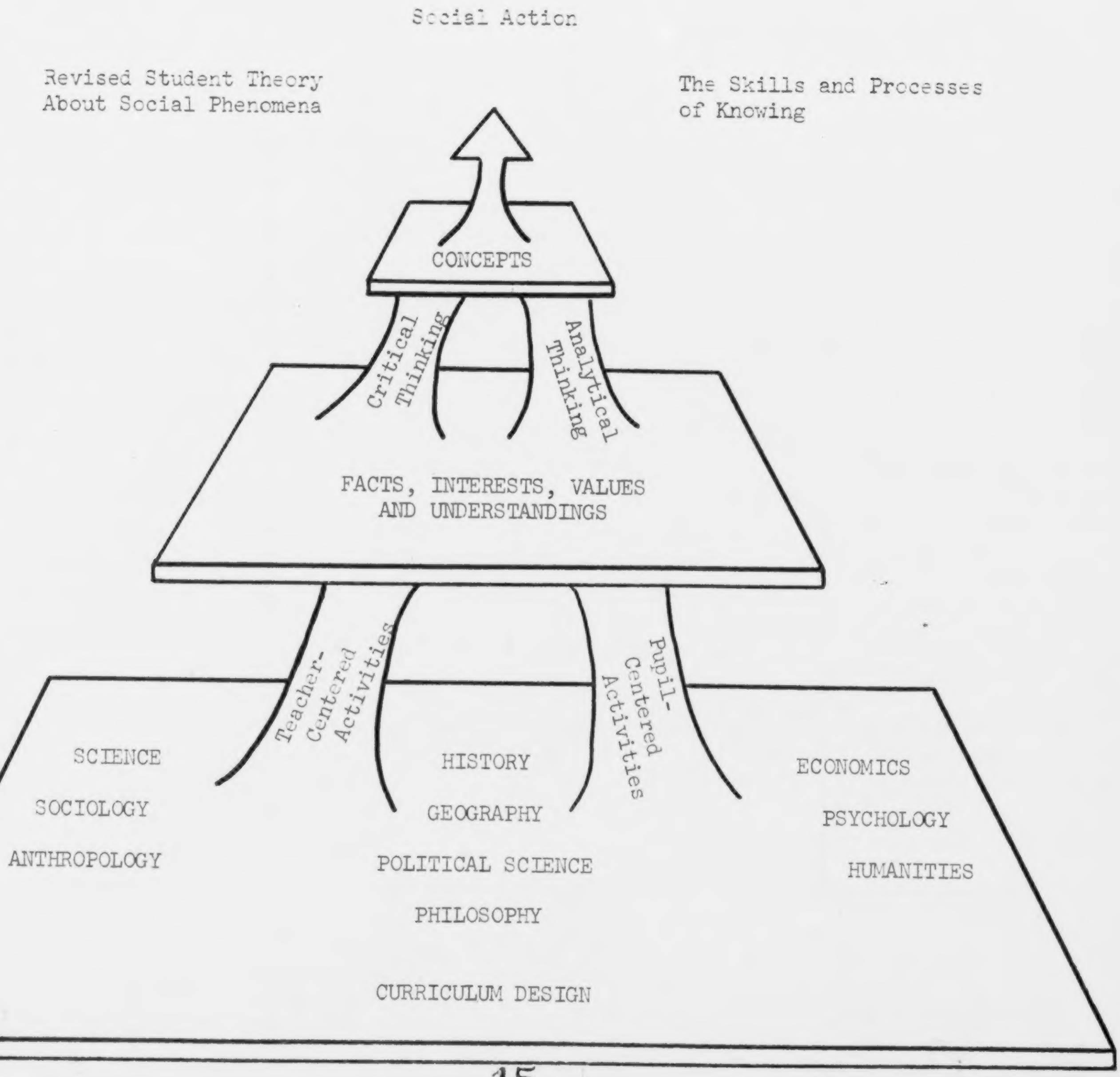
CONCEPTS		8th Grade: U. S. History to 1877
Econ. 1	In all societies wealth is distributed unequally.	In Colonial America there always seeme to be class differences between plante and small farmers; indentured servants and free labor, etc.
Geog. 4	This is a bountiful earth but some of its resources are irreplaceable.	The southern system of tobacco-cotton plantation farming so depleted the soil that there was a constant pressure for new land.
Hist. 4	Today's social, political, and economic problems are outgrowths of previous historical situations.	Many of the South's present difficulties are outgrowths of congressional reconstruction.
Soc. 3	What people believe to be true is frequently more important than the existing realities in determining their behavior.	Southern maintenance and defense of slavery prevented Southerners from recognizing that the institution was economically inefficient.
Pol. Sci. 2	The form and complexity of governmental systems vary in time and with societies.	The Constitution provides means of amendment and keeping abreast of current needs.

ATION OF HOW SOCIAL STUDIES CONCEPTS ARE RELATED TO UNDERSTANDINGS.

llowing is an illustration of how social studies concepts can be meaningfully related to andings at various grade levels.

	UNDERSTANDINGS	
TS	8th Grade: U. S. History to 1877	9th Grade: U. S. History from 1877
cieties wealth uted unequally.	In Colonial America there always seemed to be class differences between planters and small farmers; indentured servants and free labor, etc.	From 1877-1900 the growth of big business resulted in greater inequity of wealth. (Unit II)
bountiful earth f its resources laceable.	The southern system of tobacco-cotton plantation farming so depleted the soil that there was a constant pressure for new land.	Abuses of the land during this period led to the disaster of the Dust Bowl and resulting human misery. (Unit V)
cial, political, ic problems are of previous situations.	Many of the South's present difficulties are outgrowths of congressional reconstruction.	Full employment has existed as a desirable goal in America since the Depression. (Unit V)
le believe to be requently more than the existties in determin- behavior.	Southern maintenance and defense of slavery prevented Southerners from recognizing that the institution was economically inefficient.	Newspaper sensationalism focused American attention on Cuba and stirred a war fever against Spain. (Unit IV)
nd complexity of al systems vary d with societies.	The Constitution provides means of amendment and keeping abreast of current needs.	The more complex and specialized a society becomes, the more it needs regulation. Administration of these regulations increases the bureaucratic structure, which in turn increases complexity. (Unit III)

E. THE OBJECTIVES OF THE SOCIAL STUDIES CURRICULUM


Social Action
Revised Student Theory About Social Phenomena
The Skills and Processes of Knowing
CONCEPTS
Critical Thinking
Analytical Thinking
FACTS, INTERESTS, VALUES AND UNDERSTANDINGS
Teacher-Centered Activities
Pupil-Centered Activities
SCIENCE
SOCIOLOGY
ANTHROPOLOGY
HISTORY
GEOGRAPHY
POLITICAL SCIENCE
PHILOSOPHY
ECONOMICS
PSYCHOLOGY
HUMANITIES
CURRICULUM DESIGN

E. IMPLEMENTING THE CONCEPTUAL APPROACH IN THE SOCIAL STUDIES CLASSR

This discussion of the conceptual approach is intended to provide guidance for the teacher in implementing this approach in the classroom.

The Objectives of the Social Studies Curriculum.

The objective of the social studies curriculum is to provide the student with the knowledge, intellectual and group participation skills, and the sensitivities needed to intelligently observe, evaluate, and contribute to his social environment.

More specifically, the objectives of the social studies curriculum can be classified as follows:

. KNOWLEDGE - attaining a knowledge of facts, ideas, understandings, and concepts.

. THINKING - mastering skills involved in abstracting, testing, relating, and applying generalizations; defining, evaluating, collating, and synthesizing data; identifying assumptions; ascertaining implications.

. SENSITIVITIES - cultivating attitudes, values, and interests.

. INTERACTION - developing the ability to work in and contribute to a group situation.

The Merits of the Conceptual Approach in Relation to the Objectives of the Social Studies Curriculum.

Unfortunately, learning too often takes place in the teacher-centered classroom where the emphasis is often on the memorization of unrelated data. Equally unfortunate is the fact that too frequently values are taught as dictums rather than as an outgrowth of the analytical process.

Hopefully, the conceptual
will assist in correcting these
practices by providing:

. A conceptual framework
studies knowledge can be logica
related, and sequentially taug

. A means by which the in
participation skills are maste
cultivated.

The Analytical Process Used in

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analytical process used in gat
data and developing concepts a

Using the generality as a
define terms, identify assumpt
data, consider implications, a
generalities. In the process,

. Developing generalizati
work for the meaningful relati
understandings.
. Mastering the intellect
the analytical process.
. Cultivating sensitiviti
after critical appraisal.
. Participating in a grou

LEMENTING THE CONCEPTUAL APPROACH IN THE SOCIAL STUDIES CLASSROOM

conceptual approach is in-
for the teacher in implement-
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l Studies Curriculum.

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l Approach in Relation to
l Studies Curriculum.

too often takes place in
oom where the emphasis is
unrelated data. Equally
t too frequently values are
an as an outgrowth of the

Hopefully, the conceptual approach, properly used, will assist in correcting these kinds of classroom practices by providing:

. A conceptual framework in which all social studies knowledge can be logically structured, interrelated, and sequentially taught at all grade levels.

. A means by which the intellectual and group participation skills are mastered and sensitivities are cultivated.

The Analytical Process Used in the Conceptual Approach.

The key to the conceptual approach is the formulation and testing of generalizations, premises, understandings, and concepts. The generalization is used in the construction of a conceptual framework in which social studies knowledge can be organized, integrated, and sequentially taught. The generality (understandings and concepts) also provides a framework for the organization of social studies data. Finally, the generalization premise also serves as a starting point for the analytical process used in gathering and evaluating data and developing concepts and understandings.

Using the generality as a premise, the class can define terms, identify assumptions, gather and test data, consider implications, and relate them to other generalities. In the process, the class is:

. Developing generalizations which form a framework for the meaningful relationship of facts and understandings.
. Mastering the intellectual skills involved in the analytical process.
. Cultivating sensitivities which are arrived at after critical appraisal.
. Participating in a group discussion situation.

Illustration #1

After the class has read about the New Deal, they are asked to suggest a premise about the results of the New Deal, e.g., the New Deal was (1) largely experimental, (2) only partially successful, and (3) resulted in a change of attitude concerning the role of the government in the economy.

The class then tests the premise by asking questions which help to define the terms of the hypothesis, identify the assumptions and evaluate the data on which it is based:

- What is meant by the "New Deal"?
- How did the New Deal attempt to deal with the Depression?
- How successful was the New Deal in establishing economic recovery?
- Did the New Deal substantially alter the nation's economic system?

The implications of the premise are examined: what were the effects of New Deal welfare measures on fiscal policy?

If the class concludes that the premise is valid, the result is the development of an understanding about an aspect of an important era in U.S. history.

An additional comment should be made about the types of questions that are asked in examining the premise. Several types of questions requiring a response on various levels of intellectual activity are useful. Questions which call for the review of data are necessary in gathering the material needed to test the premise. Question 1 in this illustration is an example. Questions which require interpretation of data (ascertaining implications) are also important. The evaluation questions (2 and 3 above) are especially important. This type of question requires the class to set standards of judgment and then determine how closely the situation fits the standards.

Illustration #2

After reviewing the m
pression in U.S. history,
about the role of the gove
government did not assume
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The analytical proces
of the premise by asking

- How serious were
  1857, 1877, 1893
- What were the at
  and labor leader
- What was the rol
  crisis? Was it

The implications are
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example: Our American go
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#1

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Illustration #2

After reviewing the major periods of economic depression in U.S. history, the class suggests a premise about the role of the government, e.g., until 1933, the government did not assume responsibility for the relief of citizens affected by an economic depression.

The analytical process is applied to the evaluation of the premise by asking questions:

- How serious were the depressions of 1819, 1837, 1857, 1877, 1893, 1907, 1919, and 1929?
- What were the attitudes of political, business, and labor leaders in each instance?
- What was the role of the government in each crisis? Was it similar in each situation?

The implications are considered, e.g., if the government attitude did change after 1933, what precipitated the change?

The result of this inquiry is a significant understanding about the relationship of the government to the citizen in times of economic crisis. Sensitivities (attitudes and interests) clearly flow from this understanding and the class might consider some of them. For example: Our American government can be responsive to the economic as well as the political needs of its citizens and unlike most totalitarian governments, the American government is responsive enough to the desires of its citizens to initiate gradual, moderate, and peaceful change.

Relating Understandings to Concepts:

Relating the understandings to social studies concepts is a vital part of the conceptual approach, for the social studies concepts provide the over-arching framework for the integration of the K-12 social studies curriculum. Hopefully, these social studies concepts will be used and their meaning reinforced throughout the social studies curriculum and on all grade levels.

In most cases, an understanding can be effectively related to a social studies concept. For example, the understanding developed in illustration #2: "Until 1933, the government did not assume responsibility for the relief of citizens affected by an economic depression" can be related to the economic concepts "A society's economic system can change and often tends to become more complex" and "Economic systems have a marked influence on a society's political and social institutions." This understanding can also be related to the historical concept "Most social, political, and economic problems are outgrowths of previous historical situations."

It should also be noted that a social studies concept can be used as a premise. For example, the history concept "Historical leadership results from the interplay of events and personalities" can be examined in relation to F.D.R. and his influence on the nation during the Great Depression.

Evaluation

Testing should coincide with the learning objectives of the social studies curriculum. Further, a conceptual approach to testing should be employed. That is, questions should be formulated that:

- Test for comprehension of significant factual material and the relationship of the material to concepts and understandings.
- Test the ability to use the analytical process in working with facts and generalizations.

Subjective, essa
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ings to Concepts:

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Subjective, essay type questions may be used to test the comprehension of memorized material. However, if the objective is to test the use of the analytical process, the question should require the student to use data in a new evaluative manner (not merely permit him to parrot text and lecture facts, analysis, etc.).

1. Discuss the political career of F.D.R. in light of the history subconcept: "Leadership has traditionally been provided by those able to recognize and take advantage of opportunities inherent in a given situation."
2. Formulate a premise concerning the effects of the Great Depression on the American farmer and validate the premise with pertinent data.
3. What do you feel should be the role of the federal government in the economy?

Objective type questions can be used to test the comprehension of memorized material. Well-formulated objective type questions can also effectively test the use of the analytical process.

Quote important excerpts from F.D.R.'s inaugural address: "So first of all let me assert my firm belief that the only thing we have to fear is fear itself."

1. Tell in your own words (a short paragraph) the main ideas that F.D.R. is attempting to express in this speech.
2. In this speech, F.D.R. is primarily:
    a. attempting to bolster the morale of the nation.
    b. outline his New Deal program.
    c. listing the causes of the depression.
3. In this speech, F.D.R. assumes that:
    a. the problems of the depression were to be easily solved.
    b. that man is not primarily motivated by the profit motive.
    c. that the solutions to the nation's economic problems lie in applying traditional economic principles.

Some Implications of the Conceptual Approach.

In using the conceptual approach, the teacher must be highly selective in c
in the course. The history teacher, for example, will find it necessary to aban
approach. The conceptual approach encourages the detailed investigation of care
events, personalities, etc.

The conceptual approach is flexible. It can be used effectively in any soc
be used with several variations. For example, the case study and the problem ap
analytical process and have the similar objective of arriving at generalized und

Summary.

The conceptual approach to teaching social studies attempts to coordinate c
objectives of the social studies curriculum. It provides a conceptual framework
studies curriculum on all grade levels.

The important factors in the implementation of the conceptual approach are:

- Formulating premise.
- Testing premise by asking questions which define t
  and relate the applicable data.
- Investigating the implications of the premise.
- Developing significant understandings from the pre
- Relating the understandings to the social studies
  conceptual framework.
- Cultivating sensitivities which evolve from the
  understandings.

EMENTING THE CONCEPTUAL APPROACH TO THE SOCIAL STUDIES CLASSROOM (continued)

he Conceptual Approach.

eptual approach, the teacher must be highly selective in choosing material to be included
story teacher, for example, will find it necessary to abandon the "cover-the-waterfront"
ual approach encourages the detailed investigation of carefully selected significant periods,
etc.

proach is flexible. It can be used effectively in any social studies course. It can also
riations. For example, the case study and the problem approaches to teaching use the same
have the similar objective of arriving at generalized understandings.

proach to teaching social studies attempts to coordinate classroom practices with the
l studies curriculum. It provides a conceptual framework for the integration of the social
ll grade levels.

tors in the implementation of the conceptual approach are:

- Formulating premise.
- Testing premise by asking questions which define the premise and relate the applicable data.
- Investigating the implications of the premise.
- Developing significant understandings from the premise.
- Relating the understandings to the social studies conceptual framework.
- Cultivating sensitivities which evolve from the understandings.

IMPLEMENTING THE CONCEPTUAL APPROACH IN THE TEACHING OF SOCIAL STUDIES

SUMMARY

The Conceptual Approach:

1. employs the analytical process in formulating and testing of generalizations: premises
   understandings
   concepts
2. encourages the teacher to select significant periods, events, topics, etc. from the course material for detailed analysis.
3. attempts to coordinate classroom practices with the objectives of the social studies curriculum:
   - a. attaining knowledge of facts, concepts, etc.
   - b. mastering skills involved in abstracting, testing, relating, and applying generalities
   - c. cultivating sensitivities: attitudes, values, and interests
   - d. developing the ability to work within and contribute to a group situation
4. provides a framework for the integration of the social studies curriculum on all grade levels.

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IMPLEMENTING THE CONCEPTUAL APPROACH IN THE TEACHING OF SOCIAL STUDIES

ual Approach:

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EXAMPLE

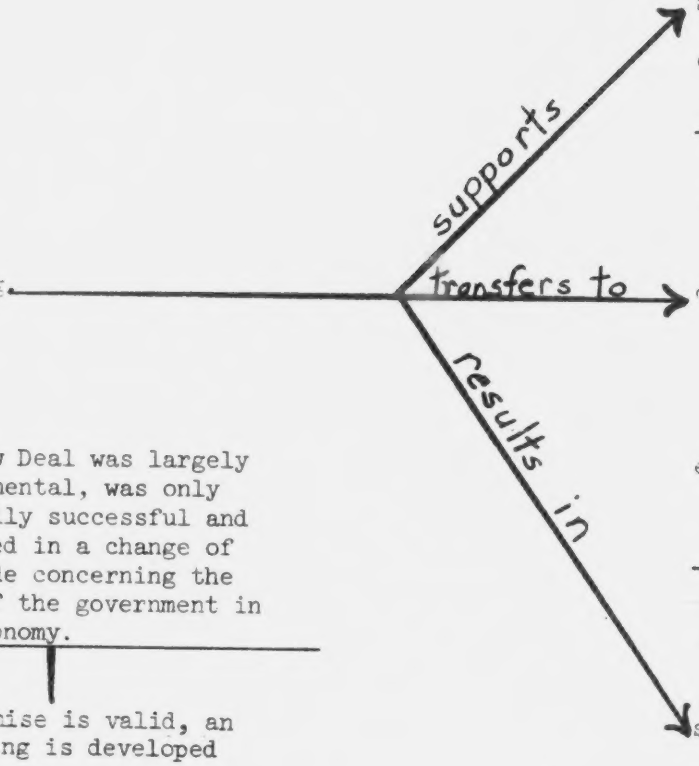
premise

- define terms
- identify assumptions
- evaluate data
- ascertain implications

e.g. The New Deal was largely experimental, was only partially successful and resulted in a change of attitude concerning the role of the government in the economy.

formulating and testing
a premise through class
discussion

IMPLEMENTING THE CONCEPTUAL APPROACH IN THE TEACHING OF SOCIAL STUDIES



understanding.

e.g. The New Deal was largely experimental, was only partially successful and resulted in a change of attitude concerning the role of the government in the economy.

if the premise is valid, an understanding is developed

SOCIAL STUDIES CONCEPT

e.g. A society's economic system can change and often tends to become more complex

understanding is related to the framework of social studies concepts.

other understandings

e.g. Until 1933, the government did not assume responsibility for the relief of citizens affected by an economic depression.

understanding is related to other pertinent understandings

sensitivities: attitudes and values

e.g. Our American government is responsive enough to the desires of its citizens to initiate moderate, peaceful, and gradual change.

attitudes and values which are an outgrowth of the critical appraisal of the material

SOCIAL STUDIES SKILLS TO BE DEVELOPED AND

The accumulation of skills is a form of learning, and the systemat
basic to the orderly development of fundamental social studies co
ends desired in the social studies: acquisition of knowledge, the
critical thinking, an awareness of the ever changing world in whic
all aspects of the school program. The social studies curriculum
those skills which are peculiar and dominant in the field of the
teacher is keenly interested in developing skills in writing, spea
courses focus on developing a sense of time and chronology, a sens
well as encouraging the learner to employ those intellectual and
and using knowledge.

Skills and concepts are closely related. As concept development
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conceptual growth. To this end, skill development should increase
dent achieves a mastery of earlier forms. Skills should not be ta
developed functionally within the context of a given body of socia
as a means to an end rather than an end in itself.

In using skills to serve this functional purpose there is a certai
skills might be left to chance as an outcome of the functional set
placed. Systematic guidance and instruction in the development an
learner is to get constructive firsthand experience in performing
in helping the learner to discriminate between inefficient and eff

The teacher must decide which skills are needed at any given point
pattern. It is necessary to relate skill development to the intel
well as the world of experiences that the learner brings with him
to identify those skills that are necessary if the concepts select
are to be realized. One must also remember that the continued mai
important as the effective introduction of a skill technique.

Skills employed in the social studies field can be identified in t

- Work-study skills
- Thinking skills
- Group process skills
- Social living skills

SOCIAL STUDIES SKILLS TO BE DEVELOPED AND REINFORCED BY THE LEARNER

ation of skills is a form of learning, and the systematic development of a hierarchy of skills is
e orderly development of fundamental social studies concepts. These skills are geared to the
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ouraging the learner to employ those intellectual and mechanical processes necessary in obtaining
nowledge.

concepts are closely related. As concept development promotes the orderly development of a hier-
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growth. To this end, skill development should increase in sophistication and difficulty as the stu-
es a mastery of earlier forms. Skills should not be taught for the skill's sake, but should be
unctionally within the context of a given body of social studies material. Hence the skill serves
to an end rather than an end in itself.

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must decide which skills are needed at any given point in the development of the learner's growth
t is necessary to relate skill development to the intellectual maturity level of the learner as
world of experiences that the learner brings with him to the classroom. It is equally important
those skills that are necessary if the concepts selected for development at a given grade level
ealized. One must also remember that the continued maintenance of effective skill use is as
s the effective introduction of a skill technique.

oyed in the social studies field can be identified in the following general categories:
k-study skills
nking skills
up process skills
ial living skills

SOCIAL STUDIES SKILLS TO BE DEVELOPED AND REINFORCED BY

Specifically, at the junior high school level those skills which recei
need to be maintained and refined. These include:

- Work-study skills: reading, outlining, map and graph interpre
  organizing and summarizing material.
- Thinking skills: the beginnings of analysis, critical thinkin
- Group process skills: leadership and participant roles in gro
  communication with others.
- Social living skills: living and working together, learning t
  taking turns, respecting rights and views of others.

Within the context of the learner's intellectual maturity and experien
categories of skills should be brought to focus upon the refinement of
the learner relative to:

- A sense of time and chronology: organizing information about
  historical change, understanding related problems and processe
  as they might be related in time, developing the ability to ge
  time and chronology and the evolution of human institutions wi
  individual.
- A sense of geographic location and relationship: location of
  derstanding geographic relief characteristics as they influenc
  developing a sense of geographic location while reading.
- A sense of utility and effectiveness in using individual and g
  using the panel discussion technique, roundtable, forum, debat
  using the library; preparing oral and written reports; adjusti
  type and purpose of social studies material used; adaptation o
  techniques used in supplying social studies information.

SOCIAL STUDIES SKILLS TO BE DEVELOPED AND REINFORCED BY THE LEARNER (continued)

/, at the junior high school level those skills which receive emphasis at the elementary level naintained and refined. These include:

:-study skills: reading, outlining, map and graph interpretation, locating and collecting data, anizing and summarizing material.

nking skills: the beginnings of analysis, critical thinking, problem solving.

ıp process skills: leadership and participant roles in group undertakings, reporting and munication with others.

ial living skills: living and working together, learning to give and take, assuming responsibility, ing turns, respecting rights and views of others.

:ontext of the learner's intellectual maturity and experiences, these four general of skills should be brought to focus upon the refinement of performance and accuracy on the part of relative to:

ense of time and chronology: organizing information about time, understanding the sequence of torical change, understanding related problems and processes of social development and conflict they might be related in time, developing the ability to generalize about the relationship between e and chronology and the evolution of human institutions with their resulting effects on the ividual.

ense of geographic location and relationship: location of different cultural and ethnic groups, understanding geographic relief characteristics as they influence different cultural group development, loping a sense of geographic location while reading.

ense of utility and effectiveness in using individual and group research and reporting techniques: ng the panel discussion technique, roundtable, forum, debate, and symposium; doing committee work; ng the library; preparing oral and written reports; adjusting the learner's reading rate to the e and purpose of social studies material used; adaptation of the learner's listening to the nniques used in supplying social studies information.

SOCIAL STUDIES SKILLS TO BE DEVELOPED AND REINFORCED

The objectives and directions of the junior high school skills program
of a comprehensive vertical and horizontal program of skill developmen
meets the former elementary student where he is in terms of his skill
and experiences, and it prepares him for the increased dimensions and
that he will be exposed to at the high school level. It should be hor
teacher shares and cooperates with teachers of other disciplines in th
While serving as a laboratory for the development and application of s
school is serving its primary function of preparing the learner for li
motivated, the learner will be encouraged to maintain these skills as
throughout his adult life.

SOCIAL STUDIES SKILLS TO BE DEVELOPED AND REINFORCED BY THE LEARNER (continued)

and directions of the junior high school skills program in the social studies should be a part
sive vertical and horizontal program of skill development. It should be vertical in that it
er elementary student where he is in terms of his skill development, his intellectual maturity
s, and it prepares him for the increased dimensions and more complex understandings of skills
exposed to at the high school level. It should be horizontal in that the social studies
and cooperates with teachers of other disciplines in the skill development at each grade level.
s a laboratory for the development and application of significant social studies skill, the
ing its primary function of preparing the learner for life in our democratic society. Properly
learner will be encouraged to maintain these skills as a functioning part of his personality
adult life.

CLASSROOM CURRICULUM PLANNING

We can no longer look to the isolated classroom experience as the be-all and end-all of instructional practice. Those who worked to develop this guide had this constantly in mind, and it is hoped that this section will help users of the guide to structure learning experiences that will take their students beyond the physical and intellectual confines of any single classroom.

Curriculum planning at the classroom level involves the same kinds of problems and should utilize the same processes as planning on a school or district level. The problems involved are:

- Determining objectives --What educational purposes or objectives should the school or course seek to attain?

- Selecting and planning of appropriate learning experiences -- What learning experiences can be provided that are likely to bring about the attainment of these purposes?

- Organizing learning experiences into a meaningful total pattern -- How can they be effectively organized to help provide continuity and sequence for the learner and to help him in integrating what might otherwise appear as isolated learning experiences?

- Implementing the results -- How will the total process be implemented? What pre-planning is necessary? Who needs to be involved? What facilities and materials are needed?

- Evaluation of the total impact upon students -- How can the effectiveness of learning experiences be evaluated by the use of observations, tests, and other systematic evidence-gathering procedures?

As classroom teachers face these problems in their daily decisions of what to teach and how to teach it, they should find the following sections useful. We wish to emphasize, however, that the following materials are neither prescriptive nor all-encompassing. They are only intended as aids, and we hope that in considering them teachers will keep the following questions in mind:

- Do these situations apply to my school and subject?
- How appropriate are they to the needs of my students?
- Are the suggested uses practical in my particular situation?

Determining Objectives

The first problem in curriculum planning rightly focuses on objectives or purposes. If we recognize that learning is a cumulative, developmental process, then we must consider the goals, or objectives, toward which we are directing our efforts. Furthermore, if these objectives are to be useful in directing our efforts, they must be stated in measurable terms. Much attention has been directed in recent literature to stating objectives in behavioral terms which can be measured. Our purpose here is not to develop a list of objectives for any teacher, but to give teachers an insight into problems involved, and procedures useful, in developing their own course objectives.

It should be recognized that goals (or objectives) may be either cognitive or affective in nature: that is, they may involve purely intellectual characteristics, or they may include the emotional domain. They also may be long or short term, and may apply to an individual lesson, a unit, a course of study, or to the outcomes of education in general. The criteria for their development may range from the needs and desires of a society or sub-society, to the transmission of the cultural heritage, to the needs of individual students. As illustrations of long-term goals which are measurable, the following are submitted:

A. Cognitive Goals

- That students possess a sound knowledge of sources of information.
- That students possess the ability to read critically.
- That students possess the ability to communicate an idea, either orally or in writing.
- That students possess an awareness of the interrelatedness of knowledge.
- That students possess an ability to identify and assess the importance of the many factors involved in problems facing humanity.
- That students possess the ability to carry on independent study.

B. Affective Goals

- That students appreciate our democratic heritage.
- That students are aware of their civic rights and responsibilities.
- That students possess a respect and appreciation for human values and for the beliefs of others.
- That students possess social competency.
- That students recognize and practice ethical behavior.
- That students possess esthetic appreciation.
- That students make wise use of their time.

Selecting and Planning Appropriate Learning Experiences

A. Organization of Instruction (see J. Lloyd Trump. Images of the Future.) It appears a foregone conclusion that Madison schools will, in the future, be organized around three kinds of activities:

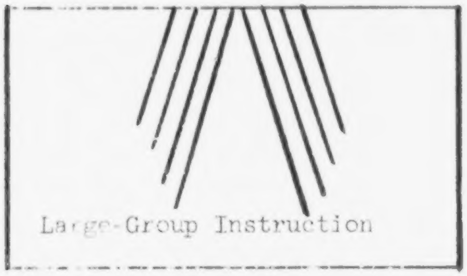
1. LARGE GROUP INSTRUCTION: includes a number of activities carried out in groups larger than the standard class size. Instruction and discussions will be carried out by teachers who are particularly competent, who have more adequate time to prepare, and who will utilize the best possible instructional aids. The amount of time spent in large groups will vary according to subjects, at different stages within a subject, and in accordance with student interest and maturity.

2. SMALL GROUP DISCUSSION: (Class discussions or seminar-type activities) Here students and a teacher put mind against mind to sharpen understandings. They should examine terms and concepts, solve problems, and reach areas of agreement and disagreement. This should be primarily a student activity, with the teacher sitting in as counselor, consultant, and evaluator.

3. INDEPENDENT (INDIVIDUAL) STUDY: Study activities should engage students as individuals, or in groups of two or three, with a minimum of constant supervision. Some suggested activities for students might be to read, listen to records and tapes, view, question, experiment, examine, consider evidence, analyze, investigate, think, write, create, memorize, record, make, visit, and self-appraise. These activities should take place in project and material centers, museums, workshops, libraries, and laboratories, in and outside the school. Teachers should serve as consultants, and assist students to clarify goals and content.

ORGANIZATION OF INS

Teaching-Learning Experiences:



LEARNING EXPERIENCES
Introduction
Motivation
Explanation
Planning
Group Study
Enrichment
Generalization
Evaluation

PHYSICAL LOCATION
Auditorium, little theater, cafeteria, study hall, classrooms joined via television or remodeling, other large room

Small-Group
Discussion

LEARNING EXPERI
Examine term
and solution
lems

Reach areas
ment and dis

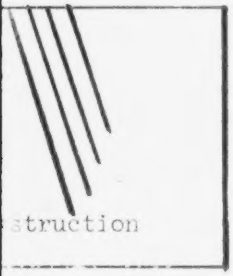
Improve inter
relations

PHYSICAL LOCATI
Conference r
room

CLASSROOM CURRICULUM PLANNING (continued)

ORGANIZATION OF INSTRUCTION

Experiences:



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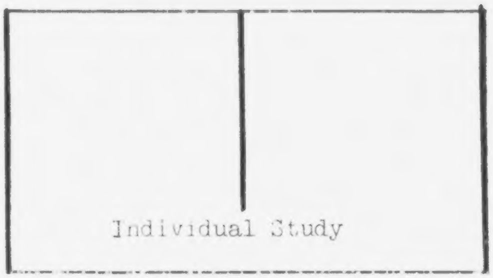
Small-Group
Discussion

LEARNING EXPERIENCES
- Examine terms, concepts, and solutions of problems
- Reach areas of agreement and disagreement
- Improve inter-personal relations

PHYSICAL LOCATION
- Conference room, classroom



LEARNING EXPERIENCES
- Read
- Listen to records and tapes
- View, question, analyze, think
- Experiment, examine, investigate, consider evidence
- Write, create, memorize, record, make
- Visit
- Self-appraise

PHYSICAL LOCATION
- Library, laboratories, workshops, project and materials centers, museums--inside or outside the school plant

B. Specific Techniques
Within the organizational framework developed on pages 27 and 28, the following techniques should assist in helping students develop the desired social studies skills.

1. PANEL DISCUSSIONS AND SYMPOSIUMS

a. Panels

(1) Form and Description: A panel discussion is an extremely useful way for committee members to present their data and conclusions to the class. The number of panel members may vary, though four to six is usually considered an effective number. The speakers sit behind a table facing the audience, and do not rise to speak unless they cannot be seen and heard easily otherwise. The members explore their subject in conversation among themselves.

(2) Topics: Topics for panel discussions should be carefully chosen. The topic should always be one that permits differences in points of view. The question should be simple and concrete, and the students should be interested in it and capable of discussing it.

(3) Tasks:

(a) Chairman: The chairman is the most responsible member of the group. He introduces the problem, states the issues involved, recognizes, introduces, and calls upon the various panel members, directs the discussion, and summarizes the points made. He must draw out members who are not participating, and keep others from monopolizing the discussion. He is responsible for seeing that the discussion develops in a logical, unified way, and that all points of value are presented and evaluated.

(b) Members: All panel members need much preparation and planning. They should be thoroughly familiar with the problem, and prepared on all issues to be discussed. They should have the essential facts for forming and defending a point of view, and should be able to present these facts to the class clearly and logically. No member of the panel makes a formal presentation, except sometimes in introducing a problem for discussion. Rather, every speaker contributes to the discussion informally as each issue is raised.

(c) Audience: The audience does not interrupt the panel; after the panel has discussed a subject, the audience takes part on the invitation of the chairman. The open discussion period is used to clarify issues, and to ask for additional information if needed. The audience is responsible for getting the data presented and understanding the problem discussed.

b. Symposiums: a symposium is a discussion in which several persons, under the direction of a chairman, present different phases of a subject in separate speeches. Each speaker gives a short three to five minute talk in which he presents his point of view or the aspect of the subject for which he is responsible.

The chairman introduces the topic, states the responsibility of each speaker, provides transitions from one speech to the next, and summarizes at the conclusion of the presentations. He also takes charge of the question and answer period which may follow the presentation.

Symposiums are more suitable than panels for younger students or those with less verbal ability. The speakers' responsibility is more limited, and they are not involved in the free give-and-take or spontaneous thinking required of members of a panel.

2. DEBATES AND FORUMS

a. Debates: When properly used, planned, and directed, the debate can be an extremely effective classroom technique. This is because it is a critical instrument aimed at a reflective judgment and because when properly utilized it employs a method that is persistently self-regulative. A debate, to be effective, should:

- be employed only when problem situations have been reduced to alternatives.
- be designed to produce critical (reasoned and reflective) ends and means.
- be focused on investigation rather than persuasion.
- be cooperative rather than competitive. (i.e. ideas come into conflict within the broader framework of a distinctly cooperative endeavor.)

If the following controls, or rules of procedure, are adhered to, debates will prove stimulating and rewarding.

- Each party has an equal opportunity to develop his point of view.
- Each party calls upon the other to set forth for public examination the facts and reasoning upon which that view is based.
- Judgment is suspended until both sides are heard.
- The decision that finally emerges is not made by the contending parties themselves, but by an impartial individual or body playing the responsible role of arbitrator.

b. Forums: A forum is another type of oral presentation. Here two or four persons present opposite points of view on a topic and then answer questions raised from the floor. All questions raised by the audience go through the moderator. This technique can be especially effective for small committees working on controversial problems.

See the form on page 32 for a suggested evaluation form for oral reports.

3. RESEARCH REPORTS

Another useful technique for skill development in social studies is the research report. Although some teachers feel that these projects are only busy work, encouraging plagerism and other forms of cheating, this is usually true only when there has been inadequate planning, thought, and supervision on the part of the teacher. To be more specific, this kind of task will fail when:

a. students are unprepared for the task.
b. the topic is obscure and not individualized.
c. there is lack of guidance by teachers, either as a result of lack of preparation or lack of concern.
d. there is a lack of proper evaluation.

EVALUATION OF GROUP REPORTS

Date ______________________ Subject or Group Report ____

Member of reporting group: Yes ______

	Excellent	Good
1. Was the problem or topic clearly defined?		
2. Were the issues sufficiently discussed?		
3. Was the presentation well organized and interesting?		
4. Did the presentation give evidence of effective group work?		
5. Did the report stimulate thinking? Did you learn something?		
6. Was there evidence of research?		
7. Was the method used by the committee in making its report effective and suitable?		
8. How would you judge the class response to the presentation?		

EVALUATION OF GROUP REPORTS

____________________ Subject or Group Report ______________________________

Member of reporting group: Yes __________ No __________

	Excellent	Good	Fair	Weak	Ineffective
the problem or topic clearly defined?					
the issues sufficiently discussed?					
the presentation well organized and resting?					
the presentation give evidence of ctive group work?					
the report stimulate thinking? Did learn something?					
there evidence of research?					
the method used by the committee in ing its report effective and suitable?					
would you judge the class response he presentation?					

3. RESEARCH REPORT (continued)

The first step in a successful term assignment is to think through the reasons for the assignment.

- Will it add to the students' knowledge of the subject?
- Will it strengthen their abilities to locate and analyze information?
- Will it further their abilities to organize and communicate that information in written form?

The following suggested procedure provides an orderly sequence of steps which should insure successful research topics:

a. Teacher should do some advance planning:
  - Visit the school library - check on the available sources and references.
  - Talk to the librarian - get her opinions and find out how she will be able to help.
  - Be sure that students have mastered the basic reference skills.
  - Locate available community resources.

b. When making assignments, allow the students a considerable choice of topics:
  - Guide their selections by considering such things as the level of their ability and the materials available.
  - Have them make preliminary surveys of materials before accepting final choices.

c. Make sure that they understand how to take notes, footnote, and construct and use bibliographies.

d. Set two deadlines:
  - For notes or rough drafts - check general progress, give suggestions on organization, research, etc.
  - For final draft.

e. Establish form requirements for the finished report. A mimeographed hand-out with examples and illustrations is helpful.

f. For honest work, set no rigid requirements on length or number or references required.

g. Establish, stick to, and inform students of a uniform grading procedure.

h. Provide follow-up. Discuss with students the work they have done, what they have gained from it, and what they found especially difficult.

i. Repeat visit to the librarian. Thank her for her help, make suggestions for additional materials, pass on constructive comments from students.

4. FIELD TRIPS

Field trips are excellent opportunities for students to learn firsthand about their community. They should be considered real learning experiences rather than outings or joy rides. The following questions should assist the teacher in planning and conducting successful field trips:

a. Does the need for this field trip grow out of regular classroom work?
b. Is a field trip the best method of gaining the needed information?
c. Am I, as teacher, familiar with the place to be visited so I know what is to be seen?
d. Have I made all of the necessary administrative arrangements through the principal's office?
e. Have I contacted the place to be visited in advance, to inform them of the needs and interests of the group?
f. Have I prepared the class for the experience?
    - given them specific information as to what to look for?
    - discussed the most effective ways to observe and take notes?
g. Can everyone see and hear?
h. Were the observations made while on the trip discussed upon returning to the classroom? What other follow-up activities were engaged in?

5. ORAL REPORTS

Students should be given many opportunities to work alone, as well as in groups. It is often more efficient for one student, rather than a committee, to do a particular piece of research and report upon it to the class. Individual reports serve the two-fold function of helping young people learn to speak before a group in a logical and interesting manner and helping the group develop good listening habits. To fulfill these aims, a report must be well prepared; the individual giving the report should have something important to say and should say it clearly and interestingly, and the students in the class should be held responsible for learning the information he presents.

It is always helpful to have the class discuss what constitutes a good oral presentation from the standpoint of content and delivery, and to set up a list of criteria with which to evaluate the effectiveness of reports. The form on page 36 which is published in Quillen & Hanna's Education for Social Competence, might prove helpful in this regard.

6. BUZZ GROUPS

Buzz groups are small groups of four or five students who meet for a few minutes to talk. One member of each group should serve as the recorder, to report the group's decisions to the class. The recorder may volunteer, be appointed by the teacher, or be selected by the group.

Buzz groups can be used for getting a quick reaction to a controversial issue, for planning the next steps in a unit, for assessing the relative importance of proposed topics of study, and for setting up rules or regulations for class activities or materials. They are also valuable in practicing a skill and in evaluating student work and progress.

7. AUDIOVISUAL PRESENTATIONS

Audiovisual presentations may be made either by the teacher, or by students in conjunction with various presentations. When used in support of other teaching activities, they can prove extremely effective. They should be thought of as integral parts of the total plan, selected because they seem most appropriate to a particular point in a lesson.

A detailed discussion of the use of various audiovisual aids can be found in the Madison Public Schools Curriculum Department publication entitled Teaching Techniques. Our purpose here is only to mention the kinds of aids available and which should be made a part of the planning of all social studies teachers. They are:

FILMS
FILMSTRIPS
RECORDINGS, TAPES, PHONOGRAPH
OVERHEAD PROJECTORS
OPAQUE PROJECTORS
BULLETIN BOARDS
SLIDE PROJECTORS
PROGRAMMED INSTRUCTION
TELEVISION (LIVE AND CLOSED CIRCUIT)
DISPLAY PANELS

EVALUATION OF AN ORAL REPORT

Student presenting report..Date..........................

Topic presented..

Unit or problem to which report is related...

Directions: Draw a circle around the dot in the column which best corresponds to your appraisal of that aspect of the report. D stands for definitely yes; S for somewhat; N for no.

The Report

	D	S	N
1. Are the facts and ideas presented relevant and pertinent to the topic?	.	.	.
2. Is the material well organized?	.	.	.
3. Does the introduction arouse your interest?	.	.	.
4. Does the conclusion draw together the ideas in an effective manner?	.	.	.
5. Is the material drawn from reliable and adequate sources?	.	.	.

Delivery

	D	S	N
1. Has adequate preparation been made so that the speaker talks without hesitation?	.	.	.
2. Does the speaker seem enthusiastic about his subject?	.	.	.
3. Can the speaker be heard easily?	.	.	.
4. Can the speaker be understood clearly?	.	.	.
5. Are the words pronounced correctly?	.	.	.
6. Is the choice of words commendable?	.	.	.
7. Is the language grammatical?	.	.	.
8. Is the speaker's posture easy and dignified?	.	.	.
9. Does the speaker hold the interest of his audience?	.	.	.

General Evaluation of the Report

Signed..

8. DRAMATIZATIONS

Various forms of dramatization are becoming increasingly popular as techniques for presenting facts or getting across ideas and points of view. Because drama, in one form or another, carries an emotional as well as an intellectual appeal, it usually makes a deeper and a more lasting impression on students than ordinary oral or written reporting.

a. Sociodramas, or role-playing

The sociodrama is an unrehearsed dramatization in which the players attempt to make a situation clear to themselves and to the audience by playing the roles of the participants in the situation. If a sociodrama is to be meaningful and if real learning is to take place, the problems with which it deals must be significant to the participating students. It is a technique for solving problems, and the problems which are most meaningful to students are those which frustrate them and have not been solved to their satisfaction. Thus the sociodrama is especially valuable in the areas of interpersonal relations and social problems.

When most effective, the sociodrama is introduced with a problem story. The teacher reads to the class a realistic and dramatically effective account of a situation which stops at the height of a dilemma. The students are then encouraged to act out in role-playing sessions the way they think the story would actually end.

Using sociodramas successfully in the classroom involves the following steps:

- Deciding on a problem.
- Selecting the cast.
- Planning the drama.
- Getting the audience ready to observe.
- Playing the drama.
- Discussing and evaluating.
- Replaying the roles.
- Generalizing for future action.

b. Other forms of dramatization which can be used are:

- Mock conventions and assemblies
- Student-written plays
- Published plays

CLASSROOM CURRICULUM PLANNING (continued)

9. RESOURCE PERSONS

Resource persons are frequently used as speakers. Social studies instruction presents many opportunities for the systematic utilization of resource people. Teachers and students alike should obtain the assistance of resource people to acquire firsthand knowledge and accurate information about specific problems and topics. Resource persons may be directly associated with the various institutions, agencies, factories, branches of government, newspapers, and museums that are found in the community. Learning opportunities and sources of new materials are provided through planned talks, discussions, demonstrations, and displays presented by such resource people. The human and material resources of any community, when properly utilized, can help meet the growing needs and interests of our youth. They are available for rich learning experiences when needed in the program.

Some criteria for the use of resource persons follow:

a. The students are well prepared beforehand with information derived from books and experiments.
b. They have questions to ask and are prepared to integrate the answers with other information. They are not dependent on the rehearsed presentation.
c. The contact (lecture, tour, interview, etc.) is planned so that there is room for spontaneous questions and ideas.
d. The inquiry is conducted so that the resource person has access to concrete examples of every point or idea he offers.
e. The use of the resource person is a natural outgrowth of the study. The children need him as a source of information.
f. The resource person has control of his subject. He can speak with experience, and he can control events to the degree that he can efficiently contribute to the knowledge of the students.

EVALUATION (See Bruce R. Joyce, Strategies for Elementary Social Science Education.)

The purpose of evaluation is to determine what the child can do, what he knows, what skills he can practice, how well he can think, and what he feels and values. The basic method for finding out about the behavior of an individual is to ask him to behave. If one wants to see whether he can make a map, he should be asked to make a map. If one wishes to know if he can draw conclusions from evidence, he should be presented with evidence and asked to draw conclusions. If the object is to discover what facts he knows about something, then he should be asked to recall facts or to associate facts with ideas. When one wants to know how he attacks problems, problems should be presented and his strategy of attack observed.

Evaluation or testing should be guided by several principles:

1. It should be a cooperative endeavor on the part of both teacher and pupil. To be measurably aware of a child's progress (or lack of it) is just as important to the child himself as it is to the teacher. After each evaluation, the teacher and pupil should plan jointly for corrective instruction or intensified pursuit of certain interests.

2. Evaluation should be closely related to the objectives of the curricular program.

3. Evaluation, to be effective, must define behavioral changes in such a way that teachers can recognize means of improving or refocusing their instruction.

4. Evaluations should be made not just once but twice, both before and after a period of instruction, in order to determine accurately the effect of the instruction.

5. Formal tests and problem questions should measure not only the child's fund of factual information but also his ability to use organizing concepts and his ability to evaluate information, make inferences, and draw conclusions.

6. Evaluations must further measure not only knowledge and thinking ability, but also attitudes, which may be best determined simply by observing each child in various activities.

CLASSROOM CURRICULUM PLANNING (continued)

The form on pages 42 and 43 should provide teachers with both a visual and quantitative measure of the extent to which they provide students with opportunities to develop various skills in terms of the kinds of activities engaged in. These forms are available in quantity through the Curriculum Department, and we urge each teacher to make use of them.

A. HOW TO USE THE FORM: The form lists various skills on the vertical axis, and different class activities on the horizontal axis. Each form provides space to record the activities for five class periods. In using the chart, the teacher would each day place a small check mark in each square which represents a skill that was brought into play by any activity engaged in by the teacher and the class during that class period, or in preparation of an assignment for that class period.

B. INTERPRETING THE RESULTS

1. Visual Evaluation -- By looking at the charts over a period of time, the teacher can see which skills and which activities he tends to concentrate on. Conversely, he can also see which skills and activities are not being stressed as much as they perhaps should.

2. Quantitative Evaluation -- By counting the number of times a particular skill was reinforced, or a particular activity engaged in, the teacher can provide himself with a numerical analysis of the extent to which particular skills and activities are stressed or are not stressed over a period of time. This can be made more apparent by reducing the numerical totals to graphs or charts.

3. Qualitative Analysis -- To make qualitative judgments from this form is difficult because of a lack of weighting criteria. For instance, do all skills require the same amount of reinforcement? Was the subject matter applicable to the development of some skills or activities more than others? What were the particular needs of the class over this period of time? What provisions are there for varied abilities of students? In spite of this, some qualitative judgments can be made. If, for instance, test results showed that students were not adept at a particular skill, the teacher could look at the chart to see in fact how much attention was given to that particular skill. If the answer is not very much, then the solution is obvious. If, on the other hand, a rather heavy concentration was made on the skill and the students still tested out poorly, the teacher might ask the following questions: Was the test an adequate measuring device? Was there something wrong with the way I taught these skills? Could I perhaps have selected other activities more suited to the development of this particular skill? Am I expecting more than I have a right to expect from my students?

VISUAL AND QUANTITATIVE CHART
FOR THE MEASUREMENT OF
SKILL DEVELOPMENT

CLASS ACTIVITIES

TYPES OF LEARNING EXPERIENCES	audiovisual presentation					buzz groups					class discussion					committee work				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1. communication (oral and written)																				
2. critical thinking																				
3. discussing																				
4. evaluation (analysis, appraisal)																				
5. interpreting maps, charts, graphs																				
6. interviewing																				
7. listening and observing																				
8. making bibliographies																				
9. notetaking																				
10. outlining																				
11. problem solving																				
12. reading																				
13. reports and term papers (written)																				
14. research skills																				
15. summarizing																				
16. understanding time and chronology																				
17. work habits and study skills																				
18. working with others																				

CLASS ACTIVITIES

	audiovisual presentation					buzz groups					class discussion					committee work					bates and rums					independent study					lecture				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
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CLASS ACTIVITIES

panels and symposiums					reports (oral and written)					resource people					seminars					sociodramas					tests					tutoring				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

CLASS ACTIVITIES

TYPES OF LEARNING EXPERIENCES	resource people					seminars					sociodramas					tests					tutoring				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1. communication (oral and written)																									
2. critical thinking																									
3. discussing																									
4. evaluation (analysis, appraisal)																									
5. interpreting maps, charts, graphs																									
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14. research skills																									
15. summarizing																									
16. understanding time and chronology																									
17. work habits and study skills																									
18. working with others																									

COGNITION - HIERARCHIES OF DIFFICULTY

In consideration of evaluation as it pertains to testing, care must be taken to distinguish between the test form and the behaviors measured. Form applies to the kind of test instrument used, either objective or essay.

The objective test, which includes multiple choice, matching, key-list, true-false, and relationship or comparative exercises, has many advantages: it is easy to grade; it allows for testing over a broad range of materials; scoring can be accomplished in a completely uniform and impersonal fashion; the tasks presented can be made identical for all students, and when properly conceived and written, it can oblige the student to recall information and follow a built-in line of reasoning, with no evading the writer's intent.

The free response, or essay, question allows the student considerable latitude in composing his answer. Its prime value is that it elicits a "free" response, in that the student decides the what and how of his answer, and presents it in his own words. The student does not have complete freedom, of course, in that the test writer establishes a setting and framework within which the student responds. The essay question provides a direct measure of the writing ability of the student, and of his capacity to organize material and to demonstrate knowledge in depth. The chief weakness of the essay test is that it requires a subjective evaluation by the reader, and that it may fail to measure what the writer intends.

In order to fully develop possibilities of written testing, both kinds of questions, essay and objective, should be used to complement each other, with the limitations of one being matched by the corresponding strengths in the other. Inherent limitations in either type should not be confused with weaknesses incurred through poor test writing practices, however. In order to guard against this, the following section is offered.

Before any test item is constructed, the writer should do some careful planning in terms of:
    the reasons for the test and the ends to be served.
    the nature of the group to be tested.
    the relationship of the test to the purposes and content of instruction.
    the degree to which it can motivate or stimulate interest.
Each question must meet the tests of validity and reliability. In other words, is the item relevant and will it measure what is intended?

Bloom was one of the first to attempt to classify intellectual processes. In his Taxonomy of Educational Objectives, Handbook I, he develops a classification of cognitive educational objectives beginning with knowledge (memory) and extending through comprehension, application, analysis, synthesis, and evaluation. Norris Sanders re-arranged Bloom's Taxonomy somewhat, and has written a very helpful book on how to write questions which bring all of these intellectual activities into play. Educational Testing Service has produced an inservice kit for teachers entitled "Making Your Own Tests" that should also prove helpful to teachers. We have synthesized all of this material, and have come up with a three-tiered hierarchy; at the first level is knowledge, or memory, which requires only recall of information; the second level is comprehension which still depends upon recall of information, but goes beyond it to include understanding and the ability to grasp the meaning of factual information; the third level we call the utility level - the level at which we are able to go beyond the simple awareness of meaning to an application of that meaning in various forms. Here the student will bring into play his ability to apply, to critically analyze, to interrelate, and to synthesize knowledge. The questions that follow will illustrate how each of these may be tested through carefully constructed test items.

The lowest level of cognition is that of knowledge or memory. Often our objective test items go beyond this level. Two examples of questions which rely on memorized knowledge follow:

1. Qualifications for voting in the U.S. are primarily established by:
    a. local governmental units.
    *b. state legislation.
    c. the Fourteenth Amendment.
    d. state conventions held by each political party.
2. Which of these was president during the Reconstruction Period?
    a. Andrew Jackson
    b. James Polk
    *c. Andrew Johnson
    d. Theodore Roosevelt

Question number 2 might have been written as follows to require more thought on the part of the student. Instead of relying on memory, he must utilize his ability to comprehend information to answer the question:

3. Which of these presidential powers did Andrew Johnson feel no need to use?
    a. to veto legislation
    *b. to call special sessions of Congress
    c. to pardon
    d. to act as commander-in-chief

Higher levels of intellectual activity must be brought into play in answering the following questions which require the student to use his ability to apply, critically analyze and synthesize information:

4. Which of these would come under a different classification than the other three when computing national income?
    a. the salary of the president of the U.S.
    *b. the interest received by a bondholder
    c. the fees received by a doctor
    d. the wage received by a factory worker

CLASSROOM CURRICULUM PLANNING (continued)

5. "Happily formulated, favored by the times, and backed in effect by the British navy, it at once gained a potency in world affairs that went far beyond the military strength of the American republic." What is being referred to in this quotation?
   a. The Declaration of Independence
   *b. The Monroe Doctrine
   c. The Emancipation Proclamation
   d. The Fourteen Points of Woodrow Wilson

6. At present, presidential electors are chosen at large rather than from single member districts within a state. What would be a likely development if the latter became the case?
   a. Only a candidate with a majority of the popular votes could win an election.
   b. Campaigns would be concentrated within the most populous states.
   c. The two-party system would be strengthened.
   *d. The electoral votes of a state would be split among rival candidates.

Key-list items also make excellent objective questions.

Key. 1. if "a" and "a" make a true and complete statement
2. if "a" and "b" make a true and complete statement
3. if "b" and "a" make a true and complete statement
4. if "b" and "b" make a true and complete statement

A. (a. Like, b. unlike) a political party, a pressure group is likely to (a. have a poorly defined and changing membership, b. consistently advocate a specific legislative program.) (4)
B. (a. Like, b. unlike) political parties, pressure groups have tended to have (a. centralized, b. decentralized) organizations. (3)
C. (a. Like, b. unlike) the political party, a major activity of pressure groups is (a. lobbying, b. harmonizing numerous diverse interests). (3)

Key: 1. A wished to preserve B
2. A wished to bring about B
3. A wished to get rid of B

Column A	Column B	
A. The New Deal in 1933	Loose construction of the Constitution, with reference to the regulation of industry	(2)
B. Andrew Jackson	The United States Bank	(3)
C. Labor Unions	Use of the injunction in labor disputes	(3)

CLASSROOM CURRICULUM PLANNING (continued)

Essay questions can also be written to cause the student to perform at any level of cognition. A question asking students to describe Wilson's Fourteen Points is an essay question, but it asks for nothing more than memorized knowledge from the student. The following question calls upon students to demonstrate that they have attained a particular level of skill development, as well as testing their ability to organize and interrelate test data.

Population of the United States, 1790-1960*

Year	Population (millions)	Increase in Past Decade (millions)	Increase in Past Decade (per cent)
1790	3.9		
1800	5.3	1.4	36
1810	7.2	1.9	36
1820	9.6	2.4	33
1830	12.9	3.3	34
1840	17.1	4.2	33
1850	23.2	6.1	36
1860	31.4	8.2	35
1870	38.6	7.2	23
1880	50.2	11.6	30
1890	62.9	12.7	25
1900	76.0	13.1	21
1910	92.0	16.0	21
1920	105.7	13.7	15
1930	122.8	17.1	16
1940	131.7	8.9	7
1950	150.7	19.0	14
1960	179.3	28.6	19

Questions such as the following might be asked pupils to see if they understand the broad purposes of this table:

1. What is the subject of the table?
2. For what country are data provided?
3. For what years are data provided?
4. What three kinds of information are provided for each of the census years, 1800-1960?

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* Originally produced on page 71, William P. Mortenson, Donald T. Krider, and Roy J. Sampson, Understanding Our Economy. Boston: Houghton Mifflin Co., 1964. Reproduced on p. 107, Harry D. Berg, ed., Evaluation in Social Studies, 35th Yearbook of the N.C.S.S., Washington: NEA, 1965.

The teacher may also ask students to interpret relationships between the data presented, either by asking a simple question, asking them to compare two figures to arrive at an answer, or asking them to compare more than two figures in order to arrive at an answer:

1. What was this country's population in 1800?
2. What was the percent increase, 1790-1800?
3. For what decades was the percent of population increase the same as for the decade 1790-1800?
4. In which decade did the smallest increase in the total population result in the largest percent increase in population?

Quite possibly the teacher will want to ask questions calling for inferences that depend on recall of information outside the data provided. To illustrate:

1. During which 50-year period (1790-1840, 1850-1900, 1910-1960) was there the greatest percent of population increase? Account for this.

2. Between 1890-1900 and again between 1900-1910 this country had a 21 percent population increase. However, the total population increase for the decade 1900-1910 was greater by 2.9 million than that for the decade 1890-1900. How can that be?

3. This table lists both the total increase in population per decade and the percent of population increase per decade. What are the advantages and limitations of each as an index of population growth?

Obviously, this kind of essay exam could easily be reduced to objective questions, if the teacher so desired. These are only illustrative test items, but the point to be kept in mind is that the development of basic skills is an integral part of day-by-day teaching and learning. For purposes of evaluation, what the pupil can do and evidence of his increasing capacity to do things well are of greatest significance.

All test items reproduced above are taken from the 1965 Yearbook of the National Council for the Social Studies, Evaluation In Social Studies.

CLASSROOM CURRICULUM PLANNING (continued)

SOURCES FOR THIS SECTION

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Highly recommended as an additional source is Teaching Techniques, a publication of the Madison Public Schools, available from the Department of Curriculum Development.

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the place of audiovisual materials

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AUDIOVISUAL MATERIALS ARE A NECESSARY PART OF CONCEPT TEACHING

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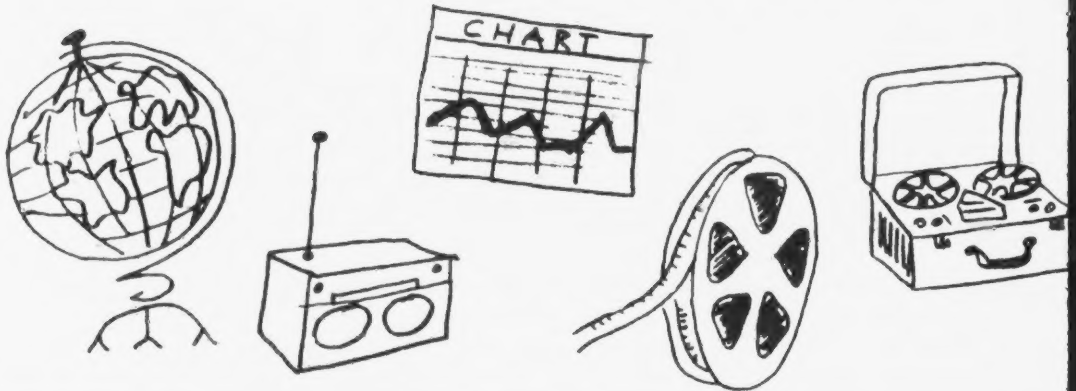
of audiovisual materials in concept teaching?

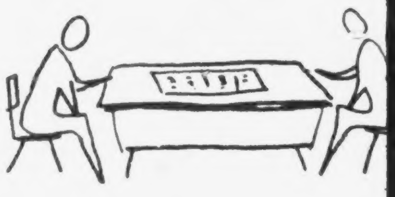
L MATERIALS ARE
PART OF CONCEPT
ACHING

CONCEPT TEACHING REQUIRES MANY VARIED LEARNING EXPERIENCES.

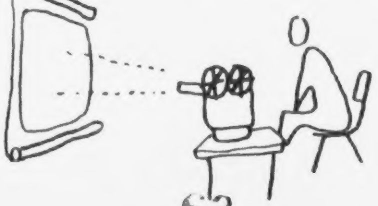
STUDENTS ARE DIFFERENT AND REQUIRE MANY VARIED LEARNING EXPERIENCES.

AUDIOVISUAL MATERIALS MUST BE USED IN WAYS THAT MAXIMIZE THEIR EFFECTIVENESS.





PREVIEW to establish a specific purpose



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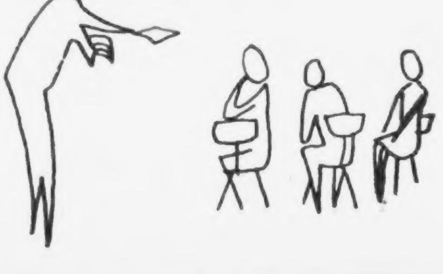

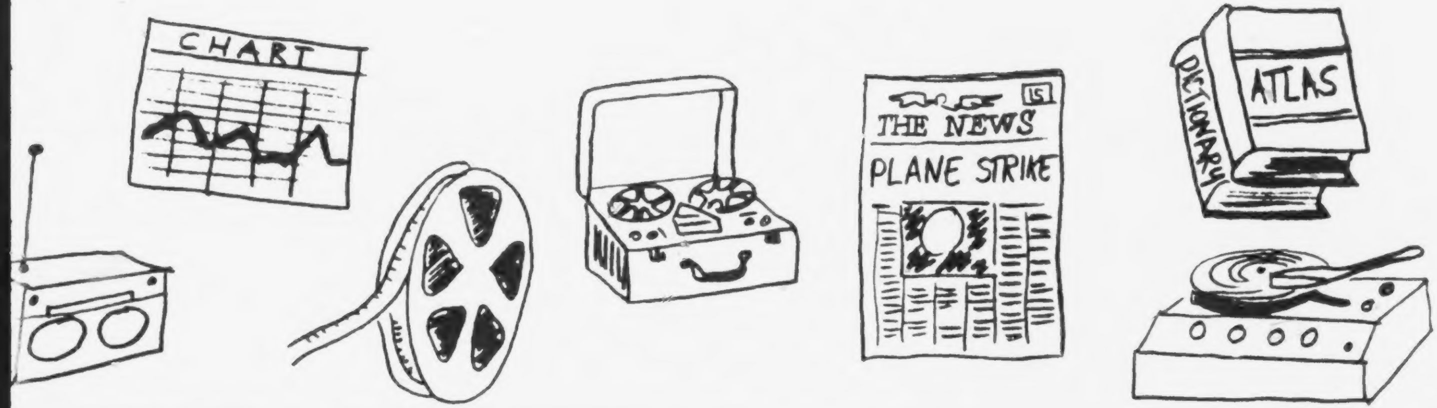
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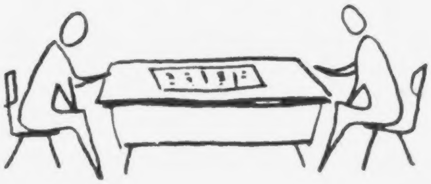

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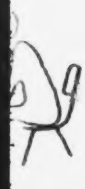

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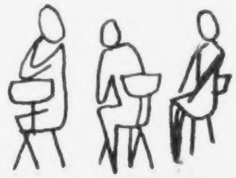

FOLLOW UP and EVALUATE

USING INSTRUCTIONAL MATERIALS

The resources of the Instructional Materials Center are particularly important in the teaching of American history. Materials available to schools today are so abundant that the teacher's problem is very often one of deciding which materials among many may best be used to present sights and sounds of the past in combination with original and interpretive documentation. Phonograph records capture actual voices of historical figures and present dramatized accounts about decisive moments. Filmstrips contain original photos and maps which can be used with large groups or by students alone. Newspapers in facsimile record the news of the day as viewed by men caught up in the midst of social drama. Microfilm brings journals which were formerly available only to the university scholar. The teacher-made transparency illuminates concepts which would be far too difficult to present through print alone.

The teacher who uses a variety of materials for American history succeeds in freeing his students from total dependence upon one or two authorities, the textbook or the teacher himself, and acquaints them with the perplexing diversity of views that surround even seemingly minor events.

STUDENT SKILL IN THE USE OF MEDIA

It is the joint responsibility of the teacher and the materials center staff to introduce students to the resources of the school and the community. Library and audiovisual consultants teach about the organization and arrangement of materials in the IMC; the card catalog as an index to a majority of the materials available in the school; the purposes of general indexes, encyclopedias, and reference books, general techniques of screening materials for authority, recency, and intent of the producer; and routines related to loan.

The teacher teaches about highly specialized reference tools, such as American history supplementary paperbacks, historical atlases, and biographical dictionaries, especially at the time when students are ready to use them for a particular classroom purpose. He acquaints the student with resources of other fields, indicating their value for inter-disciplinary interpretation and understanding of a particular historical period. He frequently reminds them of the value of art and study prints, filmstrips, records, motion pictures, and the local production of materials in order to broaden their scope of inquiry. The skills he teaches in the use of media are those which are distinctive to the social studies.

We know today that much of what is traditionally taught to students about library and audiovisual materials can be presented in large group instruction. Because students come to the teacher with varying degrees of skill in the use of media, pre-tests to discover what is already known and by whom save time and indicate to students why a review of tools previously covered is often valuable in view of a new purpose.

At times, instruction in the newer media must be given on a small group or individual basis, including training in such areas as the use of the microfilm reader, the production of transparencies, and the mounting of maps and prints.

PLANNING RESEARCH EXPERIENCES

Before a unit begins, a teacher should discuss with the IMC staff the nature of the learning experiences he intends to introduce. Sometimes it is impossible under any circumstances to provide materials on certain topics he would like students to pursue. At other times, with advance notice, consultants can purchase or secure on loan what will be needed. Often an investment in multiple copies of paperbacks, pamphlets, prints, or records, most of which come quickly, solves the delay that occurs in ordering standard library-bound books. Many times it is wise to consult with the public library staff about special items which may not be available in the schools and to alert them about potentially heavy student use of non-duplicated materials.

Some independent student work requires teacher guidance over a long period of time. Materials which are carefully selected by student and teacher and used in a systematic sequence offer numerous possibilities for creative interpretation, synthesis, or evaluation that can later be shared with other classmates.

Use of audiovisual media for independent study can free students and teachers from the unrewarding experiences that often result from mass assignments of term papers, hastily conceived and written by all during the same period of time. Under careful guidance, students can create three-dimensional models, "new" charts and diagrams, and sets of transparencies to present concepts and display the results of inquiry in new ways.

Presenting a difficult idea in visual form through slides and transparencies may require more creative ingenuity and illustrate greater comprehension than the traditional theme. Madison students frequently demonstrate that they learn and can exhibit what they have learned in many ways. Some have interpreted American history effectively through tapes and 8mm films which they have created themselves. Possibilities are often found when students relate Madison or Wisconsin to earlier events in American history.

When locally produced instructional materials are added to the school's collections of commercial materials, its resources soon become uniquely adapted to the purposes of the curriculum.

KENNETH I. TAYLOR
Director, Instructional Materials

CONCEPTUAL GUIDE

United States History

Grade 9

Reconstruction 1877 to the Present

OBJECTIVES FOR U. S. HISTORY, (Reconstruction to the Present) Grade 9.

The second year of United States history is framed in a manner that is ra
and content of the first year's work. There is a good reason for such ch
States history, the years before the Civil War were the creative years.
most of what we accept as traditional American ideas and patterns of beli
years during which our economic, social, and political institutions were
before the Civil War, we laid emphasis upon emergence of American pattern
western man, and we showed how these patterns assumed the hue of the Amer
environments in which they grew. Two points must be kept in mind relati
these ideas, patterns of belief, and institutions which developed before
American society when it was primarily rural and agrarian in nature, two,
the experiences of men coping with human problems to fall back upon as re
tation.

The years since the Civil War stand in startling contrast to the period c
Although the geographical environment remained relatively unchanged, man'
resources of nature has greatly changed. Since the Civil War we have cre
environment which is new and different from anything known before. This
western world as well as in the United States and has had an immeasurable
What makes the period since the Civil War unique is the fact that those w
rapidly emerging problems born of a dynamic society could not turn to ear
seek and find answers to the pressing problems of their time.

Our primary objective this year is to see contemporary America in terms c
which has greatly altered traditional American life. Two major themes dc

- The emergence of an urban-industrial centered way of life, comple
  locations, and social problems.
- The emergence of the United States as a world power, complete wit
  and international problems.

These major themes and their variants will be developed in the following

- The change from a rural-agrarian society to an urban-industrial s
- The impact of change upon the economic, political, social, and in
  living.
- The emergence of the United States as a world power with its impa
- The contemporary world in which man walks a tightrope in his sear

U. S. HISTORY, (Reconstruction to the Present) Grade 9.

r of United States history is framed in a manner that is radically different from the scope
the first year's work. There is a good reason for such change. In the long view of United
. the years before the Civil War were the creative years. These were the years in which
accept as traditional American ideas and patterns of belief were formed. These were the
ich our economic, social, and political institutions were formulated. In treating the period
l War, we laid emphasis upon emergence of American patterns which were rich in the heritage of
d we showed how these patterns assumed the hue of the American geographical and cultural
which they grew. Two points must be kept in mind relative to these formative years: one,
tterns of belief, and institutions which developed before the Civil War were designed for the
y when it was primarily rural and agrarian in nature; two, America had nearly 3,000 years of
of men coping with human problems to fall back upon as resource material for their experimen-

the Civil War stand in startling contrast to the period covered in the first year's work.
ographical environment remained relatively unchanged, man's impact upon the physical
ture has greatly changed. Since the Civil War we have created an industrial and technological
ch is new and different from anything known before. This great change occurred throughout the
s well as in the United States and has had an immeasurable effect upon the whole world.
period since the Civil War unique is the fact that those who had to wrestle with the
g problems born of a dynamic society could not turn to earlier human experience to
nswers to the pressing problems of their time.

jective this year is to see contemporary America in terms of the technological explosion
tly altered traditional American life. Two major themes dominate our avenues of inquiry:

rgence of an urban-industrial centered way of life, complete with its frustrations, dis-
ons, and social problems.

rgence of the United States as a world power, complete with its frustrations, responsibilities,
ternational problems.

mes and their variants will be developed in the following manner:

nge from a rural-agrarian society to an urban-industrial society.

act of change upon the economic, political, social, and institutional manner of American
.

rgence of the United States as a world power with its impact upon American life.

temporary world in which man walks a tightrope in his search for peace and plenty.

UNDERSTANDINGS AND ATTITUDES TO BE DEVELOPED

Understandings of a General Nature To Be Gained by Student

1. The United States has a republican form of government with many safeguards
2. The United States has a superior form of government which should be apprec
3. Being a citizen of the United States entails certain responsibilities whic
understood in order to effectively perform in our society.
4. The United States is a world power and as such has increasing international
must be understood by citizens.
5. Decisions of the majority must be accepted, but the rights of the minority
6. Our life has been changed and our standard of living has risen due to the i
and technology.
7. Personal freedom in the United States depends upon the individual citizen's
to accept the worth and dignity of other individuals.
8. Mutual respect, equal opportunity, civic liberty, cooperation, the willingn
new evidence is presented, and the use of reason rather than pure emotion
and improve our way of life.
9. Social, political, and economic developments can be understood properly an
them to other developments both historical and current.
10. Physical environment has exerted a great influence upon the development of
welfare of the United States.
11. Fair competition for economic gain is to be carried on with concern for the
12. All ethnic groups in our country have made contributions to our culture.

Social Studies Attitudes

1. Respect for the rights, property, and personality of others.
2. Recognition of the interdependence of all people.
3. Interest in and concern for the general welfare.
4. Preference for and willingness to participate in democratic processes.
5. Belief in the supreme worth and dignity of man.
6. Preference for critical thinking instead of prejudice and emotion in solvin
7. Appreciation of opportunities available and the willingness to use them.
8. Willingness to accept and faith in social progress.
9. Desire to satisfy an intellectual curiosity during leisure time.
10. Recognition of the fact that simple answers to world problems do not exist
these problems may be viewed from different viewpoints.

ES TO BE DEVELOPED

l Nature To Be Gained by Student

a republican form of government with many safeguards for the rights of individuals.
a superior form of government which should be appreciated and defended.
United States entails certain responsibilities which must be appreciated and
effectively perform in our society.
world power and as such has increasing international responsibilities which
citizens.
ity must be accepted, but the rights of the minority must be guarded
ged and our standard of living has risen due to the influence of science

e United States depends upon the individual citizen's ideals and his willingness
d dignity of other individuals.
opportunity, civic liberty, cooperation, the willingness to change attitudes when
ted, and the use of reason rather than pure emotion can begin to solve our problems
life.
economic developments can be understood properly and most effectively by relating
ents both historical and current.
as exerted a great influence upon the development of ideas, habits, and national
States.
onomic gain is to be carried on with concern for the general welfare.
ur country have made contributions to our culture.

, property, and personality of others.
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n for the general welfare.
lingness to participate in democratic processes.
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thinking instead of prejudice and emotion in solving problems.
unities available and the willingness to use them.
and faith in social progress.
ntellectual curiosity during leisure time.
that simple answers to world problems do not exist and that
iewed from different viewpoints.

UNIT SEQUENCE			Suggested Number of Days
I	A Review of Issues in United States History 1787-1877		15
II	Economic and Social Change from 1877-1920		40
III	Changes in Government and Political Life, 1877-1920		37
		Total	92

-- SEMESTER DIVISION --

IV	American Foreign Relations, 1865-1920		25
V	A Time of Prosperity, Trial, and Recovery, 1920-1940		35
VI	Themes in Contemporary United States History, 1940-Present		27
		Total	87

UNIT I

A REVIEW OF ISSUES IN UNITED STATES HISTORY

1787-1877

UNIT I A REVIEW OF ISSUES IN UNITED STATES HISTORY 1787-1877

OVERVIEW

This unit serves as a transition between 8th and 9th grade history. This is achieved by a review of certain key issues in United States history which arose between 1787 and 1877. The purpose of the unit is to orient the student to the succeeding units of study.

COMMENTARY TO THE TEACHER

The review is comprised of four political science concepts, each with its related understandings and experiences. The teacher may wish to use different issues than the ones presented for consideration. Because the time of the unit is limited the teacher might well be selective and also may only wish to acquaint the student with the issues so they may be used as a foundation for the course.

UNIT OUTLINE

A REVIEW OF ISSUES IN UNITED STATES HISTORY

1787-1877

I. The Constitution of the United States

   A. Structure
   B. Role of the Federal Government
   C. Role of the State Government

II. The Sectional Issue

   A. Tariff
   B. Differing Concepts of Federalism
   C. Sectional Crises Prior to 1860

III. Reconstruction

   A. The U. S. in 1877
   B. Problem of Reunification

UNIT I A REVIEW OF ISSUES IN UNITES STATES HISTORY 1787-1877

CONCEPTS	UNDERSTANDI
I. Societies develop laws and sanctions in order to regulate themselves.	1. The Constitution was establishe ment; problems have arisen as t of authority within this struct
	2. The concept of Federalism has b interpretations.
II. Differences in political institutions and ideologies often lead to conflicts among and within societies.	1. As our country developed the di different economic needs. Econ
	2. A heightened concept of executi manifestations of Jackson's adm
	3. When an issue is polarized into mise becomes increasingly diffi
	4. The ability to compromise the p differences in sections broke d
	5. The executive plan of reconstru plan is a good example of the s of the federal government.

OF ISSUES IN UNITES STATES HISTORY 1787-1877

	UNDERSTANDINGS
ws and sanctions themselves.	1. The Constitution was established as a broad structure of government; problems have arisen as to the definition and delegation of authority within this structure. 2. The concept of Federalism has been subject to different interpretations.
ical institutions lead to conflicts ieties.	1. As our country developed the different sections developed different economic needs. Economic legislation caused conflicts. 2. A heightened concept of executive power and its use are manifestations of Jackson's administration. 3. When an issue is polarized into simple and moral terms, compromise becomes increasingly difficult. 4. The ability to compromise the political, social and economic differences in sections broke down in 1860. 5. The executive plan of reconstruction versus the legislative plan is a good example of the struggle between these branches of the federal government.

STUDENT LEARNING EXPERIENCES

1. Have students outline the basic structure of the Constitution. Shape the outline
the federal government and the powers given to each branch.
2. Select a group of students to point out areas in the Constitution where points ove
them cite evidence between 1787 and 1867 to demonstrate that problems have been ca
3. Have students define and give examples of reserved powers or powers not given to
4. Allow a group of students to discuss what powers are best left to the states and
construct a case for an all powerful central government. A debate could be arrang
5. A committee can investigate how the writers of the Constitution considered the iss
trade. (Materials - Pages 58-64 in The American Negro by Logan and Cohen.)

1. Have a group of students represent sections of the country. Have them explain ho
benefit some and hurt others. (Tariff issues would be good to concentrate on.)
2. Discuss the effect of a single president on our government. This could be done b
Andrew Jackson with the effect of John Adams. The work could be done on the basis
individual would strengthen the executive branch.
3. Stage a discussion between people who would be extreme abolitionists and others re
planter class, with the object being to reach a compromise on the slavery issue. (
of the following materials: For abolition - Pages 82-87 in The American Negro by
Attacked by John L. Thomas, Pages 1-15 in the Union Divides by Bedford. For defen
87-89 in The American Negro by Logan and Cohen, Slavery Defended by Eric McKitrich
Divides by Bedford.
4. Trace the history of sectional Crisis between 1800 and 1860. Have students explai
reached before 1860 and why settlement could not be made in 1860. Compare the com
handling of the Nullification crisis of 1832. Determine which was the most effect
the premise that no compromise could ever be really effective over a long period o
5. After showing a film such as Andrew Johnson and Reconstruction discuss what the di
legislative and executive plan of reconstruction. Contrast motives and personalit
over the two plans. Decide which plan had the strongest position and why.
6. Review important statements and governmental decisions made between 1820 and 1860.
platforms, statements of presidential candidates, Compromise of 1820, Compromise o
Act, Organization of the Republican Party, Dred Scott Decision, Lincoln Victory.)
they indicate concern for the welfare of the slaves, concern for the welfare of the
for the institution of slavery, concern for the expansion of slavery, or concern f
idea. (Materials - Pages 43-47 in Case Studies in American History by Eames and Ma
The American Negro by Logan and Cohen, and selected references in The Union Divides
7. Study the Reconstruction Period from the point of view of the Negro freeman. Consi
explain how they supported the welfare of the Negro freeman - Lincoln's plan for Re
Davis Bill, Johnson's plan, Civil Rights Act, Thirteenth and Fourteenth Amendments,
Fifteenth Amendment, and Freedman's Bureau. (Materials - Pages 108-120 in The Amer
Cohen, Pages 57-66 in The Negro in America by Cuban, Pages 74-82 in The Negro in Am

STUDENT LEARNING EXPERIENCES

utline the basic structure of the Constitution. Shape the outline to depict the branches of
vernment and the powers given to each branch.
of students to point out areas in the Constitution where points overlap or are unclear. Have
nce between 1787 and 1867 to demonstrate that problems have been caused by this.
efine and give examples of reserved powers or powers not given to the federal government.
f students to discuss what powers are best left to the states and why. Have another group
e for an all powerful central government. A debate could be arranged between the two groups.
investigate how the writers of the Constitution considered the issues of slavery and slave
ials - Pages 58-64 in The American Negro by Logan and Cohen.)

students represent sections of the country. Have them explain how certain legislation may
d hurt others. (Tariff issues would be good to concentrate on.)
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with the object being to reach a compromise on the slavery issue. (Students should be aware
materials: For abolition - Pages 82-87 in The American Negro by Logan and Cohen, Slavery
n L. Thomas, Pages 1-15 in the Union Divides by Bedford. For defense of slavery - Pages
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ord.
ry of sectional Crisis between 1800 and 1860. Have students explain why settlement was
1860 and why settlement could not be made in 1860. Compare the compromises with Jackson's
Nullification crisis of 1832. Determine which was the most effective and why. Discuss
t no compromise could ever be really effective over a long period of time.
film such as Andrew Johnson and Reconstruction discuss what the differences were in the
executive plan of reconstruction. Contrast motives and personalities in the struggle
ans. Decide which plan had the strongest position and why.
t statements and governmental decisions made between 1820 and 1860. (such as, party
ements of presidential candidates, Compromise of 1820, Compromise of 1850, Kansas-Nebraska
on of the Republican Party, Dred Scott Decision, Lincoln Victory.) Rate them as to whether
ncern for the welfare of the slaves, concern for the welfare of the slave owners, concern
tion of slavery, concern for the expansion of slavery, or concern for some other group or
ls - Pages 43-47 in Case Studies in American History by Eames and Martin, Pages 90-95 in
gro by Logan and Cohen, and selected references in The Union Divides by Bedford.)
struction Period from the point of view of the Negro freeman. Consider the following and
supported the welfare of the Negro freeman - Lincoln's plan for Reconstruction, the Wade-
son's plan, Civil Rights Act, Thirteenth and Fourteenth Amendments, reconstruction Act,
ment, and Freedman's Bureau. (Materials - Pages 108-120 in The American Negro by Logan and
-66 in The Negro in America by Cuban, Pages 74-82 in The Negro in American Life by Wade.)

CONCEPTS	UNDERSTANDINGS
III. Societies must devise means of distributing political power.	1. The decisions of the supreme court federal authority at the expense of
	2. As time went on the political balan United States was upset.
	3. The line between federal and state
	4. After the Civil War the federal gov problem of re-establishing and redi South.
IV. The form and complexity of governmental systems vary in time and with societies.	1. The basic principles in the Constit powers, checks and balances, and a
	2. Economic cycles and structures play political life of a nation.
	3. As sectional differences became mor political power structure occurred.
	4. Military government which was insti after the Civil War caused friction government and the Southern people.
	5. Special qualifications for citizensh South after the Civil War.
	6. States which seceded from the Feder new state governments and reapply f Federal union.
	7. Southern states were able to pass l man to retain his political dominan

IEW OF ISSUES IN UNITED STATES HISTORY 1787-1877

	UNDERSTANDINGS
evise means of itical power.	1. The decisions of the supreme court enlarged the sphere of federal authority at the expense of state authority. 2. As time went on the political balance between sections of the United States was upset. 3. The line between federal and state authority is unclear. 4. After the Civil War the federal government was faced with the problem of re-establishing and redistributing its power in the South.
mplexity of stems vary in cieties.	1. The basic principles in the Constitution are separation of powers, checks and balances, and a federation of states. 2. Economic cycles and structures play an important role in the political life of a nation. 3. As sectional differences became more acute, a realignment of political power structure occurred. 4. Military government which was instituted in the South directly after the Civil War caused friction between the national government and the Southern people. 5. Special qualifications for citizenship were established in the South after the Civil War. 6. States which seceded from the Federal union had to establish new state governments and reapply for admission to the Federal union. 7. Southern states were able to pass laws which enabled the white man to retain his political dominance in the South.

STUDENT LEARNING EXPERIENCES

1. Have a group of students examine supreme court decisions between 1787 and 1860 to
strengthened federal authority at the expense of state authority. Be certain that
support its contentions.
2. Set up a panel which will study the question of political balance. Have them pres
to the class: home sections of U. S. presidents to 1860; number of states norther
orientation in 1800, 1820, 1840, 1860; attempts to maintain balance; factors which
Southern fears of consequences resulting from the upset of the balance.
3. Have a panel act as a pressure group wishing to clarify federal and state authorit
stressing need and procedure. (business groups, states rights groups, etc.)
4. Study a Southern state after the Civil War to see how federal authority was reass
back into the Union. Investigate and report on the degree of Negro control that
Negro contributions made during this period. (Materials - Pages 83-87 in The Negr
Pages 117-120 in The American Negro by Logan and Cohen, Pages 231-244 in Avenues

1. Through class discussion arrive at a definition of separation of powers, checks an
of states. As an evaluative device have the student write a specific example for
2. Have the students examine presidential elections between 1800 and 1850. Have each
of economic influence in the election of a particular president. The same type o
to examine tariff laws and the relationship of sectional economics to various tari
1800 and 1860.
3. Study the election of Andrew Jackson to determine what sections voted for him and
against him. Do the same for Abraham Lincoln and determine if there had been any
alignment.
4. Have a student or group of students make maps of Southern military districts after
report on what martial law is and how it differs from civil law. Determine what
have created in the South. Report on the relationship between martial law and the
5. Study the oath required of a Southern voter in 1868 and compare this to a Northern
Consider the Negro attitude about this oath. (Materials - Pages 84-85 in The Negr
6. Have a group form a state convention which will apply for readmission to the Union
sections of the state constitution which have been redone to provide for readmissi
7. Have the students explain why in light of the 13th, 14th and 15th amendments there
problem in the United States today.
8. Assign a group to research the tenant farmer system in the South. Have them demons
this demonstrates the reassertion of white political and economic dominance in the
to the system which existed previous to the Civil War.

STUDENT LEARNING EXPERIENCES

roup of students examine supreme court decisions between 1787 and 1860 to find decisions which have
ned federal authority at the expense of state authority. Be certain that the group is able to
ts contentions.
panel which will study the question of political balance. Have them present the following material
ass: home sections of U. S. presidents to 1860; number of states northern, southern and western in
on in 1800, 1820, 1840, 1860; attempts to maintain balance; factors which worked to upset the balance;
fears of consequences resulting from the upset of the balance.
nel act as a pressure group wishing to clarify federal and state authority. Have them make speeches
need and procedure. (business groups, states rights groups, etc.)
uthern state after the Civil War to see how federal authority was reasserted and how the state got
the Union. Investigate and report on the degree of Negro control that existed and the significant
tributions made during this period. (Materials - Pages 83-87 in The Negro in American Life by Wade,
-120 in The American Negro by Logan and Cohen, Pages 231-244 in Avenues to America's Past by Bowes.

lass discussion arrive at a definition of separation of powers, checks and balances, and federation
. As an evaluative device have the student write a specific example for each of these terms.
students examine presidential elections between 1800 and 1850. Have each student find an example
ic influence in the election of a particular president. The same type of activity could be used
tariff laws and the relationship of sectional economics to various tariff laws passed between
1860.

election of Andrew Jackson to determine what sections voted for him and what sections voted
im. Do the same for Abraham Lincoln and determine if there had been any shift in sectional
.

udent or group of students make maps of Southern military districts after the Civil War. Then
what martial law is and how it differs from civil law. Determine what problems martial law may
ed in the South. Report on the relationship between martial law and the welfare of the Negro.
oath required of a Southern voter in 1868 and compare this to a Northern voter at the same time.
he Negro attitude about this oath. (Materials - Pages 84-85 in The Negro in American Life by Wade.
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f the state constitution which have been redone to provide for readmission.
tudents explain why in light of the 13th, 14th and 15th amendments there is still an inequality
the United States today.
roup to research the tenant farmer system in the South. Have them demonstrate to the class how
strates the reassertion of white political and economic dominance in the South. Compare this
tem which existed previous to the Civil War.

UNIT I A REVIEW OF ISSUES IN UNITED STATES HISTORY 1787-1877

OVERVIEW

The main purpose of this illustrative lesson plan is to assist the teacher in utilizing the concepts, understandings, and learning experiences. It will also help the teacher to relate the concepts to the understandings and experiences. The depth experiences have been designed to correlate with the concepts to give the individual student the opportunity to study in depth an area of history which is most interesting to his personal needs. In order to make this an effective lesson plan, students will be asked to read primary sources as well as secondary sources to insure an exciting, intellectual experience. Of course, this excitement will also be dependent upon the motivating leadership originated by the teacher.

OBJECTIVES

1. to gain an understanding of the Constitution of the United States as the framework of American government by a study of the document

2. to gain a concept of Federalism by studying its operation and problems connected with it

3. to understand, through a study of sectional issues prior to the Civil War that although the Constitution defines powers of governments, these definitions have been subject to different interpretations

STUDY QUESTIONS

1. What is the frame work of American government? What powers does each branch have?

2. Define Federalism. What dangers do some states see in this concept?

3. Define reserved powers. Can you list powers which are more properly the state's as opposed to the Federal government's?

4. What areas of conflict arose between federal and state governments prior to the Civil War? Which areas were resolved by the Civil War? Which problems still remain?

VOCABULARY

compromise
constitution
convention
executive branch
federal system
federation
government
judicial branch
legislative branch
nullify
reconstruction
reserved powers
secede
sectionalism
states rights
tariff

READING ASSIGNMENT

Basic Texts: The Adventures of the American People, pages 4-324
The United States Since 1865, pages 2-85
One Nation Indivisible, pages 1-312
The Constitution of the United States

Supplementary reading: Bugg, James, Jacksonian Democracy, Myth or Reality?
Hofstadter, Richard, American Political Tradition, chapters 1-4
Reconstruction In the South
Rossiter, C., The American Presidency
Pacquin and Irish, The People Govern, pages 43-58; 60-71; 157-158; 235-238; 269-271; 287-289; 290-291

DEPTH OPPORTUNITIES

Have the student act as a foreign political scientist. Have him pick out any particular part of the Constitution and either praise it or criticize it. The student should then write a short paper expressing his views and prepare a three minute statement he will give to the class outlining his opinions. The class can discuss each student's presentation as it is given or attempt to arrive at an overall opinion on the merits and demerits of the American Constitution.

UNIT I A REVIEW OF ISSUES IN UNITED STATES HISTORY 1787-1877

LANGUAGE ARTS CORRELATION

Approach

The writings and speeches of the period from 1600-1877 can be used to form a speech unit in English to correlate with the review being conducted in history. In addition, the history review presents an opportunity to use journalistic skills, reading skills, analysis techniques for printed materials, and the ability to determine whether the speech is informative or persuasive.

Sources

1. Commager and Nevins, The Heritage of America
    - p. 140 Patrick Henry, "Give Me Liberty or Give Me Death"
    - p. 149 Thomas Jefferson, Declaration of Independence
    - p. 210 George Washington, Farewell Address
    - p. 616 Daniel Webster, "Liberty and Union"
    - p. 500 John Brown Makes a Speech at Harper's Ferry
    - p. 645 Abraham Lincoln, First Inaugural Address
    - p. 664 Abraham Lincoln, Emancipation Proclamation
    - p. 666 Abraham Lincoln, Second Inaugural Address
2. Stegner and others, Modern Composition 9, chapter 13
3. Blumenthal and others, The English Language 9, chapters 4 and 5

Student Activities

1. After a thorough study of the political speeches and documents from the list above, select one and present a speech explaining (a) the purpose of the speech, (b) the approach to the listener, and (c) the occasion of the presentation.
2. Prepare a speech on a contemporary political problem such as civil rights, crime in the streets, the Viet Nam war, or highway safety. The class will evaluate the speech according to the approach, suitability, and effectiveness
3. Establish a set of standards for eye contact, voice quality, gestures, and movements to evaluate the speeches given.
4. Select one of the political speeches or documents to use as the basis for a newspaper story or editorial
5. Prior to the speeches being presented, distribute copies of the speeches to the class for their evaluation and intellectual criticism of the speeches presented.

EW OF ISSUES IN UNITED STATES HISTORY 1787-1877

AGE ARTS CORRELATION

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ferson, Declaration of Independence
hington, Farewell Address
ter, "Liberty and Union"
Makes a Speech at Harper's Ferry
coln, First Inaugural Address
coln, Emancipation Proclamation
coln, Second Inaugural Address
, Modern Composition 9, chapter 13
rs, The English Language 9, chapters 4 and 5

udy of the political speeches and documents from
ect one and present a speech explaining (a) the
ch, (b) the approach to the listener, and (c) the
sentation.
a contemporary political problem such as civil
e streets, the Viet Nam war, or highway safety.
luate the speech according to the approach,
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olitical speeches or documents to use as the-
er story or editorial
es being presented, distribute copies of the
ss for their evaluation and intellectual
eeches presented.

SKILLS TO BE DEVELOPED

1. Developing a thesis statement and limiting the purpose
2. Preparing a speech to suit the purpose and situation
3. Establishing rapport with an audience
4. Projecting the voice
5. Developing variety in pitch, volume, and rate suitable to material
6. Enunciating clearly
7. Using spontaneous and meaningful gestures and movements
8. Writing expository, narrative, and descriptive paragraphs

INSTRUCTIONAL MATERIALS

1. Textbooks

Johnson, United States Since 1865
Groff and Krout, The Adventures of the American People
Heller and Potter, One Nation Indivisible

2. Supplementary Reading

Acheson, Patricia, America's Colonial Heritage
Acheson, Patricia, Our Federal Government: How It Works
Alles, L.S.J., Government through Opposition: Party Politics in the 1790's
Angle, Paul (ed.), The American Reader
Arnof, D.C., A Sense of the Past: Readings in American History
Bailey, T.A., A Diplomatic History of the America People
Bedford, H.F., The Union Divides: Politics and Slavery 1850-1861
Benkley, A., American Political Parties
Bliven, Bruce, American Revolution 1760-1783
Bowers, C.G., Jefferson and Hamilton: The Struggle for Democracy in America
Bragdon, H.W. et al, Frame of Government: A Book of Documents
Broderick, T.L., The Origins of the Constitution, 1776-1789
Brown, R.H., The Hero and the People: The Meaning of Jacksonian Democracy
Buchanan, Lamont, Ballot for Americans
Canfield, Dorothea, Our Independence and the Constituion
Carter, H., The Angry Sun: The Story of Reconstruction, 1865-1890
Commager. H.S., Documents of American History
Commager, H.S. and Morris, R.B. (eds.), Spirit of Seventy-Six (two volumes)
Corwin, E.S., The Constitution and What It Means Today
Craven, Avery, The Coming of the Civil War
Falkner, Leonard, Forge of Liberty: The Dramatic Opening of the American Revolution
Findlay, B.A. and E.B., Your Rugged Constitution
Fiske, J., The Critical Period of American History, 1783-89

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Jensen, M., The Articles of Confederation
Johnson, Gerald, America Is Born: A History for Peter
Johnson, Gerald, This American People
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Lengyel, C.A., Four Days in July: The Story of the Declaration of Independence
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INTRODUCTION OF SECTION OF REFERENCES CONCERNING NEGROES IN AMERICAN HISTORY: UNIT I

Due to the fact that our present textbooks do not deal adequately with the contributions of Negro Americans, it is necessary for the teacher to direct students to supplementary sources of information.

William Loren Katz, in his Teacher's Guide to American Negro History, provides assistance in the use of factual materials in the fostering of healthy attitude change.* For example, he stresses the importance of viewing present-day racial disorder as part of a continuum: anti-Negro rioting has occurred throughout United States history; Negroes have always resented being treated as less than equals; some white Americans have always sided with their black brothers. Katz also warns against over-emphasis of the superlatively successful Negro, because it makes the situation of the masses more difficult to comprehend; success of the few members of a minority should not be allowed to obscure the plight of many.

The teacher will realize that the supplementation will take two directions. One will be an attack on myths: Negroes as biologically inferior, contentment of Negroes in slavery or servitude, Negroes as merely too lazy to follow avenues of progress open to all minorities. The second approach will be the projection of a more accurate image of Negro by noting the contributions made in spite of restrictions, and individual differences occurring in spite of a legally enforced stereotype. Both approaches can be used in each unit; the teacher will need to study the guide suggestions in order to structure learning experiences accordingly.

One useful activity which assures continuing emphasis on minority contributions would be the assignment of "original text materials" on various phases of this subject: government, science, technology, the arts, etc. If this kind of short term project could be repeated, using committees to collect the data, many students could be made aware of the extent of minority contributions. If the students first note the textbook references about minorities and then look at the quantities of information that should have been included, the class is more likely to see the importance of the task.

These are useful primary sources:

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2. Parker, Donald, and others, Civil Liberties: Case Studies. Boston, Mass: Houghton Mifflin Co., 1966.
3. Prejudice and Discrimination. New York: Anti-defamation League, 1957.
4. Cases and Controversy: Negro Views of America. Columbus, Ohio: American Educational Publications, 1967.

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* Pages 20-30 contain useful tips concerning new materials you might consider using; pages 30-44 explain some specific goals and approaches to consider in making lesson plans.

ADDITIONAL REFERENCES CONCERNING NEGROES IN AMERICAN HISTORY: UNIT I

(All of these references may not be available in any one school library. It is su
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iam Stem, Harriett Tubman. In Civil
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Lynch, John Minard, Joseph Rainey,
Robert Smalls, Benjamin Turner,
Josiah Walls, George White. In state and city government - Frances Cardozo, Norris Cuney, John Dozer, Oscar Dunn, James Lewis, P. B. S. Pinchback, George Ruffin, Josiah Settle, Mansfield Tyler, Jonathan Wright. Freedman Bureau - Martin Delaney. Other leaders - James Bell, Fanny Coppen, William Council, Robert Duncanson, Frances Harper, Isaac Meyers, Charles Reason, Fannie Richard, James Wormley.

EVALUATION

In teaching and evaluating the conceptual approach, the teacher should realize that content is still a basic step in learning. Content here is interpreted as facts (people, places, events, dates, documents, etc.). A student cannot comprehend, cannot generalize, cannot predict without having a basis from which to do so. Neither can a student participate in learning activities without a knowledge of the content related to those activities. From here the student may proceed inductively or deductively to the higher levels of learning, i.e., comprehension, predictions, interpretations, etc.

Although content is a primary step in implementing the conceptual approach, there is a time factor involved because the teacher cannot possibly cover all the subject matter. Learning activities, chosen and directed by the teacher, should have a content base, yet lead toward the point where the student is able to formulate his own conclusion based on selective facts.

To aid the teacher in evaluating the conceptual approach, an evaluation model is furnished at the conclusion of each unit. In this model the teacher will find examples of questions which could be used in evaluating the students' mastery of the three levels of learning.

LEVEL I	LEVEL II	LEVEL III
Describes, defines, makes an analogy, identifies, or classifies (fact...specific)	Shows relationships among ideas, makes comparisons, recognizes principles	Usually explains, justifies, interprets, or predicts (theory...abstract)

In addition, on pages 44-48, the teacher will find a more complete discussion on the three levels of learning. Also included are forms for evaluating the student as the unit is progressing, such as evaluation forms for individual and group reports. To aid the teacher in evaluating the use of various teaching techniques, on pp. 42 - 43, a Visual and Quantitative Chart for the Measurement of Skill Development is included. The teacher is urged to make use of this section throughout the year.

EVALUATION FOR UNIT I
(Sample Questions)

LEVEL I	LEVEL II
Describes, defines, makes an analogy, identifies, or classifies (fact...specific)	Shows relationships among ideas, makes comparisons, recognizes principles
The author of the Social Contract was (a) William Pitt, (b) Benjamin Franklin,(c) Thomas Jefferson, (d) John Locke	The Declaration of Independence shows the concept of (a) Bill of Rights, (b) Constitution, (c) due process of law, (d) The Social Contract
The U. S. form of government is (a) constitutional monarchy, (b) democracy, (c) federal republic, (d) limited presidency	Under the U. S. Constitution the relationship between the central and state government could BEST be described as (a) complete dominance by the latter, (b) a 50/50 share of power, (c) defined authority of the state and federal governments, (d) state autonomy within the federal union
Define States Rights. Then give an example not used previously in class discussion.	Identify the following and show their significance in the States Rights issue: (a) Hartford Convention, (b) Virginia and Kentucky Resolutions, (c) Nullification Crisis of 1832

EVALUATION FOR UNIT I
(Sample Questions)

LEVEL I	LEVEL II	LEVEL III
fines, makes an ntifies, or classifies ific)	Shows relationships among ideas, makes comparisons, recognizes principles	Usually explains, justifies, interprets, or predicts (theory...abstract)
the Social Contract iam Pitt, (b) Benjamin Thomas Jefferson, ke	The Declaration of Independence shows the concept of (a) Bill of Rights, (b) Constitution, (c) due process of law, (d) The Social Contract	In its practical application the statement: "Man delegates authority to a government maintaining the right to take it back if the government abuses it" means (a) all revolutions are legal, (b) people have the right to riot, (c) revolution is legal only if it is successful, (d) man never has the right to rebel against his government
m of government is ional monarchy, , (c) federal limited presidency	Under the U. S. Constitution the relationship between the central and state government could BEST be described as (a) complete dominance by the latter, (b) a 50/50 share of power, (c) defined authority of the state and federal governments, (d) state autonomy within the federal union	Which of the following are examples of Federalism, (a) executive branch, (b) national guard, (c) War on Poverty, (d) State Department
Rights. Then give t used previously in ion.	Identify the following and show their significance in the States Rights issue: (a) Hartford Convention, (b) Virginia and Kentucky Resolutions, (c) Nullification Crisis of 1832	Using your text to look at the Constitution, in a well developed essay explain the relationship between States Rights and (a) the elastic clause, (b) amendment ten

UNIT II

ECONOMIC AND SOCIAL CHANGE

FROM 1877 TO 1920

UNIT II ECONOMIC AND SOCIAL CHANGE FROM 1877 TO 1920

OVERVIEW

Although this period is, by title, confined to the post-1877 period, many of the social and economic happenings are traced from 1865. Industrialization and urbanization, for example, cannot be treated as phenomena beginning with the arbitrary date 1877. The social and economic events of this period involve a tremendous mass of material and we have been forced to be somewhat selective. It was the opinion of the committee that the material could best be understood if treated topically rather than chronologically.

COMMENTARY TO THE TEACHER

We have selected eight concepts that we feel particularly appropriate and have related understandings and subject matter to them. The included situations are, of course, examples and we do not propose that we have selected an ideal list of student activities which should be adhered to by every teacher. It is hoped that they might be considered and a number of them found useful in your teaching situation. As each learning experience and situation is related to a concept, it is further hoped that these will be related to contemporary situations in American life. Political developments of the period are lightly treated and often ignored as they are covered in Unit III.

ECONOMIC AND SOCIAL CHANGE FROM 1877 TO 1920

I. Economic Progress of the Reunited Nation

- A. The rise of big business
- B. Settlement of the late frontier
- C. An era of agrarian unrest
- D. The growth of organized labor

II. Social Movement and Problems

- A. The exploitation and conservation of human resources
- B. Urban growth and problems
- C. The tide of immigration
- D. Changes in the scientific, social, and cultural landscapes

CONCEPTS	UNDERSTANDINGS
I. Some geographic factors are obstacles which must be overcome by man; others are assets to material progress.	1. The pioneer farmers on the Great Pl a new environment.
	2. The cattle frontier produced new and
	3. America's mineral wealth provided a growth from 1877 to 1920.
	4. Geographic factors influenced the gr
II. Uneven distribution of natural resources makes interdependence and trade between societies inevitable.	1. As the pioneer farmer became a mecha dependent on other regions of the co
	2. The geographic separation of mineral centers created a demand for transpo
	3. The grazing lands of the trans-Missi packing centers of Chicago, Omaha, a as a meat producing complex.
III. In all societies wealth is distributed unequally.	1. The growth of big business resulted
	2. Farmers in the post-Civil War period rate discrimination, rising interest world market.
	3. Residential sections of urban areas of wealth.

AND SOCIAL CHANGE FROM 1877 TO 1920

	UNDERSTANDINGS
s are obstacles by man; others progress.	1. The pioneer farmers on the Great Plains adapted to the demands of a new environment.
	2. The cattle frontier produced new and sudden wealth.
	3. America's mineral wealth provided a basis for the rapid industrial growth from 1877 to 1920.
	4. Geographic factors influenced the growth of cities.
natural re- endence and s inevitable.	1. As the pioneer farmer became a mechanized farmer, he became more dependent on other regions of the country.
	2. The geographic separation of mineral deposits from industrial centers created a demand for transportation and communication.
	3. The grazing lands of the trans-Mississippi West and the meat packing centers of Chicago, Omaha, and St. Paul were interdependent as a meat producing complex.
th is distribu-	1. The growth of big business resulted in a greater inequity of wealth.
	2. Farmers in the post-Civil War period faced falling prices, freight-rate discrimination, rising interest rates, and competition in the world market.
	3. Residential sections of urban areas reflected uneven distribution of wealth.

STUDENT LEARNING EXPERIENCES

1. Present the struggles of the pioneer and his new environment from *My Antonia* by Wil
the Earth by O. E. Rolvaag.
2. Prepare frontier newspapers, including headlines, fashions, society, and advertisin
mining, farming, and military centers, such as Virginia City, Bismarck, Denver, and
the reasons for the growth of Bismarck and Denver and the disappearance of Virginia
3. Develop problems a Wisconsin farmer would have when he moved to the frontier enviro
Plains during the 1880's.
4. Using maps, charts, and oral or written reports, analyze the cattle drive: its rea
disappearance, and effect on the cattle industry.
5. Prepare a map showing obstacles and assets to settlement in America such as rainfal
deposits, and transportation lines.
6. Study migrations of the Negroes to the West. Report on the reasons for going, the
way of life, and the contributions the Negroes made in the West. (Materials - Page
American Negro by Logan and Cohen.)

1. Trace the growth of transportation lines comparing it to the location of mineral de
2. Collect information on the meat packing industry to determine the reasons for the l
3. Determine the degree of dependence of the mechanized farmer on the urban complex an
liabilities of this dependence.

1. Using *How the Other Half Lives* by Jacob Riis and *The Big Change* by F. L. Allen, arr
living standards in the 19th century America. After a small group presents the ext
century justifications for them, discuss the human values involved in arriving at a
rich-poor situation can be described as good or bad. If the class decides the situ
them prepare alternative social structures allowing them to decide who is to implem
if it is necessary to eliminate the very poor. If the class decides the situation
them prepare some methods to maintain the status quo and allow them to decide who i
status quo and if it is necessary to have a poor element in society. In both insta
some are poor.
2. From an analysis of *How the Other Half Lives* and the short story "Under the Lion's
Garland, contrast urban and rural poverty.
3. Trace the careers of men such as Jim Fisk, Jay Gould, Andrew Carnegie, or J. P. Mor
feelings toward the methods they employed to create wealth. Determine whether they
negative influences on society.
4. After examining models of upper class residences and slum dwellings, examine the oc
education, nationality, mobility, length of U. S. residency, religion, race, and aw
problems.

STUDENT LEARNING EXPERIENCES

gles of the pioneer and his new environment from My Antonia by Willa Cather or Giants in
. Rolvaag.
newspapers, including headlines, fashions, society, and advertising, for cities which are
and military centers, such as Virginia City, Bismarck, Denver, and Fort Laramie. Analyze
he growth of Bismarck and Denver and the disappearance of Virginia City and Fort Laramie.
a Wisconsin farmer would have when he moved to the frontier environment of the Great
1880's.
s, and oral or written reports, analyze the cattle drive: its reason for existence,
d effect on the cattle industry.
wing obstacles and assets to settlement in America such as rainfall, topography, mineral
nsportation lines.
of the Negroes to the West. Report on the reasons for going, the effect on the Negro's
the contributions the Negroes made in the West. (Materials - Pages 140-142 in The
Logan and Cohen.)

of transportation lines comparing it to the location of mineral deposits.
on on the meat packing industry to determine the reasons for the locations of the plants.
ree of dependence of the mechanized farmer on the urban complex and the assets and
is dependence.

er Half Lives by Jacob Riis and The Big Change by F. L. Allen, arrive at the extremes of
in the 19th century America. After a small group presents the extremes and the 19th
tions for them, discuss the human values involved in arriving at a position where the
on can be described as good or bad. If the class decides the situation is bad, have
rnative social structures allowing them to decide who is to implement these changes and
y to eliminate the very poor. If the class decides the situation is good, then have
methods to maintain the status quo and allow them to decide who is to police this
it is necessary to have a poor element in society. In both instances, determine why

of How the Other Half Lives and the short story "Under the Lion's Paw" by Hamlin
urban and rural poverty.
s of men such as Jim Fisk, Jay Gould, Andrew Carnegie, or J. P. Morgan to analyze their
he methods they employed to create wealth. Determine whether they were positive or
es on society.
odels of upper class residences [illegible] dwellings, examine the occupants according to:
ality, mobility, length of U. S. residency, religion, race, and awareness of social

UNIT II ECONOMIC AND SOCIAL CHANGE FROM 1877 TO 1920

CONCEPTS	UNDERSTANDINGS
III. In all societies wealth is distributed unequally. (continued)	
IV. Differences in economic ideology and distribution of wealth lead to conflicts within society.	1. The farmer reacted to economic abuse 2. Businessmen used "Social Darwinism" concentration. 3. The labor movement organized to repre his conflict with big business. 4. The control of money and credit gave many businesses and reduced competiti 5. Violence marked many labor-management

UNDERSTANDINGS

h is distribu-
nued)

ideology and
lead to con-

1. The farmer reacted to economic abuses directed at him.
2. Businessmen used "Social Darwinism" to justify industrial concentration.
3. The labor movement organized to represent the working man in his conflict with big business.
4. The control of money and credit gave individuals power over many businesses and reduced competition.
5. Violence marked many labor-management differences.

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STUDENT LEARNING EXPERIENCES

5. Create two fictitious city dwellers, a business man and a day laborer, a
including such things as residence, income, attitudes. Explain the reas
6. Compare the marketing procedures of the businessman and the farmer.
7. As a stockholder of the Erie Railroad, attack or defend the fact that in
stock dividend at the same time it cut trainmen's wages. Discover the e
the nation's wealth before 1920. Contrast the more successful Negroes w
(Materials - Pages 170-172 in The American Negro by Logan and Cohen, pag
Equality in the Twentieth Century by Ames.)
8. Investigate the factors which affect a farmer's chances of profit to det
change these factors and (2) the farmer's ability to use the same method
wage increases.
9. After reading "A Deal in Wheat" by Frank Norris, discuss the distributio
production, the farmer's awareness of the forces against him, and the de
actual crop production and wealth distribution.

1. Analyze the farmer's problems in terms of production and marketing costs
different abuses to these categories and to report on solutions consider
2. From the viewpoint of the factory owner, justify the concentration of we
3. Prepare a chart depicting the organization in different business organiz
4. From the viewpoint of the laborer, justify the need for labor organizati
5. Collect a set of quotations from anti-labor advocates and evaluate wheth
to organize or the possible misuse of power, or both.
6. Prepare an organizational chart of different labor groups.
7. Analyze the relative merits of competition and monopoly and determine ho
general welfare of the nation.
8. Using at least three instances of violence in labor-management negotiati
type of situation which is liable to lead to violence and decide how thi
9. Compare techniques used in the labor movement and in the civil rights mo
10. Look at the increase in money and population during the period. At the
wheat. Determine whether the increase in the money supply increased the
11. Investigate the labor movement before 1920 to discover its value to the
and 142 in The American Negro by Logan and Cohen.)

STUDENT LEARNING EXPERIENCES

o fictitious city dwellers, a business man and a day laborer, and compare and contrast their lives
such things as residence, income, attitudes. Explain the reasons for differences and similarities.
he marketing procedures of the businessman and the farmer.
kholder of the Erie Railroad, attack or defend the fact that in 1877 the Erie Railroad declared a
idend at the same time it cut trainmen's wages. Discover the extent to which the Negro shared in
n's wealth before 1920. Contrast the more successful Negroes with the Negro slum dwellers.
s - Pages 170-172 in *The American Negro* by Logan and Cohen, pages 21-22 in *The Negro Struggle for
in the Twentieth Century* by Ames.)
te the factors which affect a farmer's chances of profit to determine (1) the farmer's ability to
ese factors and (2) the farmer's ability to use the same methods as the industrial worker to obtain
ases.
ding "A Deal in Wheat" by Frank Norris, discuss the distribution of wealth resulting from wheat
n, the farmer's awareness of the forces against him, and the degree to which speculation affects
op production and wealth distribution.

he farmer's problems in terms of production and marketing costs and selling price in order to relate
abuses to these categories and to report on solutions considered by farmers.
viewpoint of the factory owner, justify the concentration of wealth and power.
chart depicting the organization in different business organizations.
viewpoint of the laborer, justify the need for labor organization by examining events of this period.
set of quotations from anti-labor advocates and evaluate whether they attacked the right of labor
ze or the possible misuse of power, or both.
n organizational chart of different labor groups.
he relative merits of competition and monopoly and determine how each can be concerned with the
lfare of the nation.
least three instances of violence in labor-management negotiations of this period, determine the
ituation which is liable to lead to violence and decide how this could be avoided.
echniques used in the labor movement and in the civil rights movement.
he increase in money and population during the period. At the same time look at the price of
etermine whether the increase in the money supply increased the price of wheat.
te the labor movement before 1920 to discover its value to the Negro. (Materials - Pages 122,
n *The American Negro* by Logan and Cohen.)

UNIT II ECONOMIC AND SOCIAL CHANGE FROM 1877 TO 1920

CONCEPTS	UNDERSTANDIN
V. It has been typical of society for one segment to relegate another to a less prestigious social position.	1. The move to restrict immig as various groups became c increasing numbers of immig
	2. The plight of the Indian be technology increased.
	3. A shift of influence in soc growing concentration of we industrialists.
	4. A new social class structur wealth in the hands of a fe industrial centers resulted structure.
	5. The American Negro was subj forms as disenfranchisement

ECONOMIC AND SOCIAL CHANGE FROM 1877 TO 1920

PTS	UNDERSTANDINGS
n typical of society for t to relegate another to stigious social position.	1. The move to restrict immigration began gradually, but increased as various groups became concerned with ethnic origins and increasing numbers of immigrants.
	2. The plight of the Indian became more desperate as population and technology increased.
	3. A shift of influence in social class structure emerged with the growing concentration of wealth in the hands of a few industrialists.
	4. A new social class structure emerged with the concentration of wealth in the hands of a few. The concentration of wealth in industrial centers resulted in a more widely separated class structure.
	5. The American Negro was subject to organized repression in such forms as disenfranchisement, segregation, and discrimination.

STUDENT LEARNING EXPERIENCES

1. Using the statistical tables in the Appendix of The Adventures of the
justify the concern over immigration in the 1880-1910 period and deter
2. Evaluate the words of Emma Lazarus at the base of the Statue of Libert
immigrant and an established American worker.
3. Support or reject the idea that immigration to American should be unre
4. Dramatize Jurgis' hiring from chapter 3 of The Jungle by Upton Sinclai
from a prior discussion of job hunting practices.
5. After reading Winston Churchill's Coniston and Frank Norris' Octopus,
political effects of railroad domination on state governments.
6. Explain how an opponent of social reform could use the ideas of Herber
7. Determine the effect of the Supreme Court case of Plessy vs. Ferguson
other social opportunities.
8. Through discussion prepare a list of urban problems and possible solut
priorities for implementation.
9. Consider problems of a Polish immigrant to Wisconsin in 1900 to evalua
which would change the most radically. List the obstacles he would ha
10. Examine a social history for the listing of the more important familie
Compare the families as to basis of wealth and basis of status.
11. After reading pages 107-135 of The Melting Pot Mistake by Henry Pratt
the U. S. is the melting pot of the world. Determine other societies
12. Organize a panel to discuss the Indian problem. Have the panel view s
comparing his treatment today with earlier periods in American history
Dishonor would be a good reference); map the reservations today, discu
standpoint of topography, climate, location and vegetation both then a
Indians' failure to unite politically led to their downfall.
13. Study the methods used to destroy the civil rights of Negroes in the S
consider the effects these methods had on the personality of individua
122-124, 127-130, 136-140 The American Negro by Logan and Cohen, pages
Handlin, pages 15-22, 35-41 in The Negro Struggle for Equality in the
67-76 in The Negro in America by Cuban, pages 96-99, 85-88 in The Negr
14. Investigate the different practices used in the North to discriminate
the class consider the effect of these practices on the self image of
141-143, 157, 167-168, 170-171, in The American Negro by Logan and Coh
This Was America by Handlin, pages 285-296 in Avenues to America's Pas
15. Investigate the Negro resistance to being relegated to second class ci
reporting to the class. Focus attention on the variety of methods use
were being resisted. (Materials - Pages 130-136, 138, 140-142, 143-15
172-173 in The American Negro by Logan and Cohen, pages 77-107 in The
96, 100-124 in The Negro in American Life by Wade, pages 22-35 in The
Twentieth Century by Ames.)

STUDENT LEARNING EXPERIENCES

tical tables in the Appendix of The Adventures of the American People by Graff and Krout,
rn over immigration in the 1880-1910 period and determine the reasons for the increase.
is of Emma Lazarus at the base of the Statue of Liberty from the viewpoint of a new
established American worker.
the idea that immigration to American should be unrestricted.
hiring from chapter 3 of The Jungle by Upton Sinclair and compare to criteria established
cussion of job hunting practices.
nston Churchill's Coniston and Frank Norris' Octopus, report on the portrayal of social and
of railroad domination on state governments.
ponent of social reform could use the ideas of Herbert Spencer to justify his position.
fect of the Supreme Court case of Plessy vs. Ferguson (1896) on not only civil rights but
rtunities.
n prepare a list of urban problems and possible solutions. Decide on a system of
plementation.
of a Polish immigrant to Wisconsin in 1900 to evaluate the elements in his environment
e the most radically. List the obstacles he would have to overcome.
history for the listing of the more important families in 1800. Do the same for 1890.
lies as to basis of wealth and basis of status.
es 107-135 of The Melting Pot Mistake by Henry Pratt Fairchild, evaluate the premise that
melting pot of the world. Determine other societies which might make the same claim.
to discuss the Indian problem. Have the panel view several aspects of the problem such as:
atment today with earlier periods in American history (Helen Hunt Jackson's A Century of
a good reference); map the reservations today, discussing their desirability from the
pography, climate, location and vegetation both then and now; discuss the idea that the
to unite politically led to their downfall.
used to destroy the civil rights of Negroes in the South. In reporting to the class
cts these methods had on the personality of individual Negroes. (Materials - Pages
136-140 The American Negro by Logan and Cohen, pages 333-343 in This Was America by
-22, 35-41 in The Negro Struggle for Equality in the Twentieth Century by Ames, pages
ro in America by Cuban, pages 96-99, 85-88 in The Negro in American Life by Wade.
ifferent practices used in the North to discriminate against Negroes. In reporting to
r the effect of these practices on the self image of the Negro. (Materials - Pages
-168, 170-171, in The American Negro by Logan and Cohen, pages 370-382, 490-497, in
by Handlin, pages 285-296 in Avenues to America's Past by Bowes.)
egro resistance to being relegated to second class citizenship. Use visual aides in
class. Focus attention on the variety of methods used and the different practices which
ed. (Materials - Pages 130-136, 138, 140-142, 143-151, 156-157, 157-165, 166, 167-171,
erican Negro by Logan and Cohen, pages 77-107 in The Negro in America by Cuban, pages 88-
Negro in American Life by Wade, pages 22-35 in The Negro Struggle for Equality in the
by Ames.)

UNIT II ECONOMIC AND SOCIAL CHANGE FROM 1877 TO 1920

CONCEPTS	UNDERSTANDINGS
VI. Historical leadership results from the interplay of events and personalities.	1. Economic and social reformers after union movement in response to indus
	2. Rapid industrialization created new
	3. Environmental factors in frontier a difficult and encouraged negative f in certain groups.
VII. Economic systems have a marked influence on a society's political and social institutions. Conversely, political and social institutions influence economic systems.	1. Mass production, increased wealth, a the U. S. with the means of ending
	2. Under unrestricted capitalism there servation of natural and human resou
	3. The influx of people due to mining a made possible the creation of new we
	4. Because of periods of depression and leaders for the public welfare, ther regulation.

ECONOMIC AND SOCIAL CHANGE FROM 1877 TO 1920

PTS	UNDERSTANDINGS
l leadership results nterplay of events and ties.	1. Economic and social reformers after the Civil War founded the trade union movement in response to industrial abuses of workers. 2. Rapid industrialization created new leadership positions. 3. Environmental factors in frontier and city made law enforcement difficult and encouraged negative forms of leadership to develop in certain groups.
ystems have a marked on a society's polit- ocial institutions. , political and social ns influence economic	1. Mass production, increased wealth, and industrial strength provided the U. S. with the means of ending much human drudgery and misery. 2. Under unrestricted capitalism there was little concern for the conservation of natural and human resources. 3. The influx of people due to mining and agricultural activities made possible the creation of new western states. 4. Because of periods of depression and lack of concern by business leaders for the public welfare, there was a demand for government regulation.

STUDENT LEARNING EXPERIENCES

1. Prepare biographical sketches of Samuel Gompers and Terence Powderly, s
   comparing their motives and successes.
2. Examine early manufacturers' periodicals to illustrate the reaction of
   Beecher's statements to illustrate non-management reaction.
3. Trace Andrew Carnegie's career and discover how a penniless immigrant r
   Relate Carnegie's career to the concept of Algerism.
4. Examine a lawless boomtown such as Deadwood, South Dakota to determine
   and the length of the period of lawlessness and the reasons for its dec
5. Report on early gangs in American cities (1877-1915), including a descr
   produced the lawlessness.
6. Describe the steps taken by the citizenry of Helena, Montana in the 187
   Evaluate this code of behavior.
7. Compare and contrast the law enforcement in the city and on the frontie
   degrees of severity.
8. Examine the lawless era of Kansas and Missouri from 1870-1880 to determ
   New York City in the same manner. Compare and contrast the causes and
   agrarian society with that of a growing urban-industrial society.
9. Compare and contrast plans of Negro leaders Frederick Douglass, Booker
   to improve the situation of the Negro people in America. (Materials -
   American Negro by Logan and Cohen, pages 88-96, 108-116 in *The Negro in*
   85 in *The Negro in America* by Cuban, pages 22-35 in *The Negro Struggle*
   Century by Ames.)

1. Discuss the contributions of specific industries to America's strength
2. Report on the Malthusian principle of population. Determine the implica
   general level of living if production and employment opportunities had
3. Examine data on the admission of states to the Union. Explain the reas
   Montana, and Wyoming gaining statehood later than states further west a
   was a departure from usual procedure.
4. Report on J. P. Morgan's relations with President Theodore Roosevelt, e
   could try to deal with the government as he could a rival business corp
   ment attitude toward business.
5. Explain the reasons why Cornelius Vanderbilt, the owner of the New York
   statement such as, "The public be damned. If they want a railroad, let
6. Examine the Omnibus Bill of 1890 and decide why this departure from the
   this time.

STUDENT LEARNING EXPERIENCES

ical sketches of Samuel Gompers and Terence Powderly, stressing their union careers and
otives and successes.
nufacturers' periodicals to illustrate the reaction of labor organization and Henry Ward
nts to illustrate non-management reaction.
egie's career and discover how a penniless immigrant rose to wealth and social position.
career to the concept of Algerism.
boomtown such as Deadwood, South Dakota to determine its leaders in the negative sense
the period of lawlessness and the reasons for its decline.
angs in American cities (1877-1915), including a description of the conditions which
essness.
s taken by the citizenry of Helena, Montana in the 1870's and 1880's against criminals.
e of behavior.
ast the law enforcement in the city and on the frontier from 1870-1900. Justify the
ty.
ss era of Kansas and Missouri from 1870-1880 to determine the causes. Then examine
the same manner. Compare and contrast the causes and effects of lawlessness in a rural-
with that of a growing urban-industrial society.
ast plans of Negro leaders Frederick Douglass, Booker T. Washington, and W. E. B. DuBois
tuation of the Negro people in America. (Materials - Pages 147-150, 158-165 in *The*
Logan and Cohen, pages 88-96, 108-116 in *The Negro in American Life* by Wade, pages 77-
n America by Cuban, pages 22-35 in *The Negro Struggle for Equality in the Twentieth*

ributions of specific industries to America's strength and living standard.
thusian principle of population. Determine the implications for the status of labor and
living if production and employment opportunities had not risen.
e admission of states to the Union. Explain the reason for North and South Dakota,
ing gaining statehood later than states further west and how the Omnibus Bill of 1890
rom usual procedure.
organ's relations with President Theodore Roosevelt, explaining the reasons why Morgan
with the government as he could a rival business corporation. Show change in govern-
ard business.
ns why Cornelius Vanderbilt, the owner of the New York Central Railroad, could make a
, "The public be damned. If they want a railroad, let them build it."
s Bill of 1890 and decide why this departure from the usual procedure was permitted at

CONCEPTS	UND
VII. Economic systems have a marked influence on a society's political and social institutions. Conversely, political and social institutions influence economic systems. (continued)	5. Business changed c ment attempts to r 6. With the general i technology free pu widespread.
VIII. Human experience is continuous and interrelated; change is an ever present factor in human and social development.	1. In conjunction wit 1920 America exper expanded her contr 2. In the era between a center of techno was also marked du 3. Urbanization was i vations in the liv decades at the tur 4. As America urbaniz expanded. The rap considerable impac citizens.

IC AND SOCIAL CHANGE FROM 1877 TO 1920

	UNDERSTANDINGS
ave a marked iety's polit- stitutions. al and social nce economic d)	5. Business changed organizational techniques in response to government attempts to regulate it. 6. With the general improvement in living standards and advances in technology free public education became more accepted and more widespread.
continuous hange is an in human ent.	1. In conjunction with rapid growth in education between 1870 and 1920 America experienced a wave of library construction and expanded her contributions to the cultural arts. 2. In the era between the Civil War and World War I America became a center of technological innovation. Scientific achievement was also marked during this period. 3. Urbanization was instrumental in causing many changes and innovations in the living habits, mores, and amusements in the decades at the turn of the century. 4. As America urbanized the powers of the press were greatly expanded. The rapidly growing newspapers and periodicals had considerable impact on the attitudes and habits of U. S. citizens.

7. Examine technological developments from 1877 to 1914. Compare these wit
Discover which period called for more skills from the general public. C
8. Using copy of the Sherman Act to construct a definition of the term "trus
a report to show how business evaded the Sherman Act. In your report inc
passed to curb this evasion. Then give a summary of other devices busin
tion and determine if this is done today. If so, show how modern compani
9. Examine materials to discover what was taught in the schools from 1800-18
1900. Give a report which describes the changes or work out a skit which
summary give reasons for any changes you find in education.
10. Determine how many people and from what levels of society were being educ
1900, constructing the reasons for any changes you detect.

1. Have a student go to the Madison Public Library and research its history
then be presented to the class as an oral report. Be sure that the repo
creation of the library and the contribution of Andrew Carnegie.
2. Relate America's historical development to the literature of the late 19t
Determine what experiences the works of Mark Twain, Ambrose Bierce, and U
3. Have a small group of students read The Devil's Dictionary by Ambrose Bi
represent the mood of the book. After presenting these to the class disc
bitterness and cynicism. Describe what Bierce found most objectionable i
4. Have the art teacher present a lecture on Mary Cassatt and Frederick Remi
of prints of their works). Discuss differences in the subject matter and
Describe Cassatt's style and subject choice. Describe Remington's. How
of glamour surrounding the American West? Whose work do you prefer? Why
5. Through oral reports and pictorial presentations describe surgical and de
these with the practices of 1920. Discuss the changes and comment on the
techniques. Also cite differences in the life span of Americans that can
Discuss why tooth extraction and surgery were considered last resorts in
6. Through the sound track recording of "The Music Man" do an analysis of sm
during the "Gay Nineties".
7. Prepare a report on the sources of family amusement at the turn of the ce
the saloon, baseball, the public park, ready-to-wear clothes, the band co
automobile, and the county fair on American life. Describe the instituti
period. Show how this concept has changed, if at all.
8. Imagine that you are a visitor to the 1893 Chicago World's Fair. Describ
ideas and inventions that you will see.

STUDENT LEARNING EXPERIENCES

nological developments from 1877 to 1914. Compare these with developments from 1790-1860.
ch period called for more skills from the general public. Compare these two periods with today.
f the Sherman Act to construct a definition of the term "trust", define a holding company. Give
show how business evaded the Sherman Act. In your report include a description of the law
rb this evasion. Then give a summary of other devices business used to evade government regula-
ermine if this is done today. If so, show how modern companies do this.
rials to discover what was taught in the schools from 1800-1860. Examine this same area in
a report which describes the changes or work out a skit which will show the changes. In your
reasons for any changes you find in education.
w many people and from what levels of society were being educated in 1800. Do the same for
ucting the reasons for any changes you detect.

nt go to the Madison Public Library and research its history and development. Findings should
ented to the class as an oral report. Be sure that the report includes the background for the
the library and the contribution of Andrew Carnegie.
ca's historical development to the literature of the late 19th and pre-war 20th centuries.
at experiences the works of Mark Twain, Ambrose Bierce, and Upton Sinclair were based on.
group of students read The Devil's Dictionary by Ambrose Bierce and select excerpts that
mood of the book. After presenting these to the class discuss the subjects of Bierce's
nd cynicism. Describe what Bierce found most objectionable in human history.
teacher present a lecture on Mary Cassatt and Frederick Remington (hopefully with a number
their works). Discuss differences in the subject matter and style of their painting.
satt's style and subject choice. Describe Remington's. How did he contribute to the aura
urrounding the American West? Whose work do you prefer? Why?
reports and pictorial presentations describe surgical and dental practices in 1830. Contrast
he practices of 1920. Discuss the changes and comment on the creation of modern medical
Also cite differences in the life span of Americans that can be noted for this same period.
tooth extraction and surgery were considered last resorts in 1830.
sound track recording of "The Music Man" do an analysis of small town life in the Middle West
Gay Nineties".
port on the sources of family amusement at the turn of the century. Describe the influence of
baseball, the public park, ready-to-wear clothes, the band concert, the bicycle, the early
and the county fair on American life. Describe the institution of the barbershop during this
w how this concept has changed, if at all.
you are a visitor to the 1893 Chicago World's Fair. Describe some of the new and "far-out"
ventions that you will see.

CONCEPTS	UNDERSTANDINGS
VIII. Human experience is continuous and interrelated; change is an ever present factor in human and social development. (continued)	

STUDENT LEARNING EXPERIENCES

9. Compare the Gibson Girl to the housewife of 1870. Discuss differences
between them. Relate this to concepts of the "stylish" woman today as
10. Present oral biographies of leading American scientists and inventors
centuries. Demonstrate how these men helped to shape contemporary Ame
11. Show how social attitudes and national ambitions are reflected in the
of the new music styles introduced. ("In the Shade of the Old Apple T
a Soldier", rag-time, etc.). Use these as discussion aids.
12. Discuss the impact of John Philip Sousa and why America was so recepti
13. Through a history of the Wisconsin State Journal trace the development
the information gained to Joseph Pulitzer, William Randolph Hearst, an
journalism.

STUDENT LEARNING EXPERIENCES

n Girl to the housewife of 1870. Discuss differences in appearance which might be noted
late this to concepts of the "stylish" woman today as opposed to the modern housewife.
raphies of leading American scientists and inventors of the late 19th and early 20th
strate how these men helped to shape contemporary America.
ttitudes and national ambitions are reflected in the music of this era. Obtain records
styles introduced. ("In the Shade of the Old Apple Tree", "I Didn't Raise My Boy To Be
ime, etc.). Use these as discussion aids.
t of John Philip Sousa and why America was so receptive to his music.
of the Wisconsin State Journal trace the development of the modern newspaper. Relate
ined to Joseph Pulitzer, William Randolph Hearst, and other leaders in 19th century

LANGUAGE ARTS CORRELATION

Approach

The economic and social change from 1877 to 1920 can be correla effectively in the language arts area by reading fiction of the period, writing a research paper; speaking in round table discussions, panel discussions, and symposiums; and participating formal debates.

Sources

1 Novels
Aldrich, Lantern in Her Hand
*Bellamy, Looking Backward
Cather, My Antonia
*Crane, Maggie: A Girl of the Streets
*Eggleston, Hoosier Schoolmaster
Ferber, Cimarron
*Guthrie, The Big Sky (Houghton has edition for students)
*Jackson, Century of Dishonor
Jackson, Ramona
Laforge, Laughing Boy
Lane, Let the Hurricane Roar
London, Call of the Wild
*Lord, The Good Years
*Neyhart, Giant of the Yards
*Norris, The Octopus (A Deal in Wheat)
Richter, The Trees
*Riis, How the Other Half Lives
*Rolvaag, Giants in the Earth
Schaefer, Shane
*Sinclair, The Jungle
Steffens, A Boy on Horseback
*Steffens, The Shame of the Cities
Tarkington, Penrod
*Twain, The Gilded Age
Twain, Huckleberry Finn
Wyatt, Sun Eagle

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* for superior students

NGUAGE ARTS CORRELATION

ocial change from 1877 to 1920 can be correlated
language arts area by reading fiction of the
research paper; speaking in round table dis-
scussions, and symposiums; and participating in

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A Girl of the Streets
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of the Yards
topus (A Deal in Wheat)
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ther Half Lives
in the Earth
Jungle
on Horseback
hame of the Cities
rod
ed Age
rry Finn
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ents

SKILLS TO BE DEVELOPED

1. Speech skills
    a. Select the problem
    b. Select the approach
    c. Choose a discussion leader
    d Define the problem
    e. Collect facts
    f. Discuss collected data using logical reasoning
    g. Draw conclusions and evaluate

2. Writing skills
    a. Form thesis statement
    b. Limit purpose
    c Develop library skills
        (1) Note-taking and outlining
        (2) Location of materials
        (3) Construction of bibliography
    d. Organize material
    e. Learn expression skills
        (1) Word choice
        (2) Sentence structure
        (3) Coherence
        (4) Clarity
        (5) Original approach
    f. Mechanics
        (1) Punctuation
        (2) Capitalization

3. Reading skills
    a. Develop proper rate for material
    b. Become familiar with reference tools
    c. Become familiar with reference source
    d. Understand the overall idea
    e. Locate the main idea of a paragraph
    f. Separate relevant from irrelevant data
    g. Understanding varying language patterns of earlier historic periods
    h. Recognize propaganda techniques

Sources (continued)

2. Short Stories
   Twain, "A Pilot's Deeds", Life on the Mississippi (Heritage of America, Heath)
   Garland, "Under the Lion's Paw", (Journeys Into America, Heath)
   Twain, "The Man that Corrupted Hadleyburg"
   O'Rourke, "The Last Ride"
   Journeys in American Literature
   London,"Love of Life"
   Aldrich, "Another Brought Gifts"
   Williams, "Rural Life"
   Stuart, "Split Cherry Tree"
   Steffens, "A Miserable Merry Christmas"
   Holt, "I Heard from Heaven Today"
   Bromfield, "My Ninety Acres"
   James, "The Run for the Cherokee Strip"
   Adventures for Today
   Kjelgaard, "End of the Trail"
   Stuart, "The Wind Blew East"
   Paddleford, "The Secret of Living"
   Garland, "The River's Warning"
   Vanguard
   Holt, "The Wuthless Day"
   Dobie, "The Rider of Lama Escondido"

   Arnold, Blood Brothers, Duell
   Ferris, The Brave and the Fair, Winston
   Harte, The Luck of Roaring Camp and Other Tales
   O. Henry, The Best Short Stories of O. Henry
   Stuart, Hie to the Hunters, McGraw
   Stuart, The Thread that Runs So True, McGraw

3. Poetry
   Corbin, Richard, Poetry
   Causley, "Cowboy Song"
   Lindsay, "The Flower-fe
   Garland, "Do You Fear th
   Thayer, "Casey at the Ba
   Sandburg, "All One Peopl
   West, "Song of the Settl

4. Non-fiction
   Muller, "The Galveston T
   Addams, "Forty Years of
   of America, Heath
   Carnegie, "The Gospel o
   America
   Ford, "My Life and Work"
   Day, Life with Fathe
   Quick, "One Man's Life",
   LaFollette, "Autobiogra

Student Activities

1. From novels about the pe
   those for student readin
   Students reading the sa
   panel discussion to expl
   purpose and the value o
   period. Encourage the s
   passages to be read oral
2. With the cooperation of
   students select a topic
   a research paper based o
   class stress can be plac
   skills, writing skills,
   while historical content
3. With the cooperation of
   average students select
   zation, urbanization, fr
   and write a comparison o
   1877 to 1920 and today.

. Life on the Mississippi
eath)
's Paw", (Journeys Into

rupted Hadleyburg"

erature

t Gifts"

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erry Christmas"
n Today"
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ning"

a Escondido"

Duell
e Fair, Winston
ng Camp and Other Tales
Stories of O. Henry
s, McGraw
uns So True, McGraw

3. Poetry
   Corbin, Richard, Poetry I, Macmillan
   Causley, "Cowboy Song"
   Lindsay, "The Flower-fed Buffaloes"
   Garland, "Do You Fear the Wind?"
   Thayer, "Casey at the Bat"
   Sandburg, "All One People"
   West, "Song of the Settlers"

4. Non-fiction
   Muller, "The Galveston Tidal Wave", Macmillan
   Addams, "Forty Years of Hull House", The Heritage of America, Heath
   Carnegie, "The Gospel of Wealth", The Heritage of America
   Ford, "My Life and Work", The Heritage of America
   Day, Life with Father, Knopf
   Quick, "One Man's Life", The Heritage of America
   LaFollette, "Autobiography", The Heritage of America

Student Activities

1. From novels about the period from 1877 to 1920, select those for student reading according to reading levels. Students reading the same novel can hold a symposium or panel discussion to explain and evaluate the author's purpose and the value of the novel to a study of the period. Encourage the selection of particularly effective passages to be read orally.
2. With the cooperation of the history teacher, have better students select a topic for independent study and write a research paper based on the results. In English class stress can be placed on attaining library skills, writing skills, and organizational skills while historical content can be stressed in history.
3. With the cooperation of the history teacher, have average students select a topic such as labor organization, urbanization, frontier, business, education and write a comparison of conditions existing between 1877 to 1920 and today.

DEPTH OPPORTUNITIES

The teacher and students may, by mutual agreement, select a problem to b get higher prices for his products in the period 1865-1920? Students sh concepts and generalizations as possible. This may be done either throu written activity. Some examples would include: demand, market demand, supply, law of supply, market, market price, excess demand, and excess s Depth Opportunities, Unit I.)

Divide the class into six small groups for the purpose of conducting sma is to be assigned for research one of the six suggested topics in order West as one of the important influences in shaping American character an

1. influence on transportation.
2. influence on agriculture.
3. political influence.
4. characteristics fostered by the West.
5. economic opportunities.
6. literature and art.

The thesis concerning the influence of the frontier on American national Turner, has been seen differently by many observers. Provide an opportu which comes closest to historical fact and to give reasons for their cho

"The existence of an area of free land, its continuous recession, an settlement westward explain American development."

"The true point of view in the history of this nation is not the Atl Great West."

Frederick J.

"The frontier hypothesis represents the most attractive single expla trends of American history."
Frederick L.

"Only by a study of the origins and growth of American capitalism an insight into nature and complexity of the problems confronting us t submit that perhaps the chief reason for the absence of this proper futile hunt for a unique American spirit' which Frederick J. Turne in which he involved most of America's historical scholars from tha

"In what it proposes, the frontier hypothesis needs painstaking revi mention; the theory today disqualifies itself as an adequate guide
George Wilso

DEPTH OPPORTUNITIES

udents may, by mutual agreement, select a problem to be analyzed, e.g., How could the farmer
for his products in the period 1865-1920? Students should include as many of the economic
alizations as possible. This may be done either through small group discussion or the
Some examples would include: demand, market demand, law of demand, supply, market
ply, market, market price, excess demand, and excess supply. (Review Overview to
s, Unit I.)

nto six small groups for the purpose of conducting small group discussion. Each group
for research one of the six suggested topics in order to understand better the role of the
important influences in shaping American character and life. Suggested topics are:
on transportation.
on agriculture.
influence.
stics fostered by the West.
pportunities.
and art.

ing the influence of the frontier on American national traits, advanced by Frederick J.
een differently by many observers. Provide an opportunity for students to analyze the one
t to historical fact and to give reasons for their choices.

of an area of free land, its continuous recession, and the advance of American
stward explain American development."

t of view in the history of this nation is not the Atlantic Coast; it is the

Frederick J. Turner

ypothesis represents the most attractive single explanation of the distinctive
rican history."
Frederick L. Paxson

y of the origins and growth of American capitalism and imperialism can we obtain
ature and complexity of the problems confronting us today And I am prepared to
rhaps the chief reason for the absence of this proper understanding was the
r a unique American spirit' which Frederick J. Turner began forty years ago and
volved most of America's historical scholars from that time until now."

poses, the frontier hypothesis needs painstaking revision. By what it fails to
heory today disqualifies itself as an adequate guide to American development."
George Wilson Pierson

DEPTH OPPORTUNITIES

Each student should write a short paper in which he draws comparisons between how
its basic resources in order to solve the economic problem, or tries to satisfy u
resource through the private enterprise system (capitalism) to:

1. a system where the people elect a government to make the principal econom
(democratic and mixed society)
2. a totalitarian system where the important economic decisions are made by
through arbitrary authority (communist or fascist-type economy)

Topics for possible comparison include: the basic foundations, the reliance upon
government and the degree of planning. Examples of suggested responses: private
profit motivations, economic freedoms.

In order to understand the nature of capital and its formation, students should b
the following and to explan how it plays an important role in increasing the capi
economy. This depth opportunity may be developed through committees, individual a

1. Saving banks
2. Commercial banks
3. Stock exchange

In order to understand the relationship of supply and demand, the market mechanis
ment in our economy, the student should attempt an explanation of why agriculture
employment declined in the period 1860-1914, while those of manufacturing increas

In order to understand the forces involved in the growth of size and influence of
tions, each student should attempt to determine the factors which motivated Andre
steel industrialists to begin acquiring other phases of steel production such as m
and railroads. The student should show the relationship of this development to mo

The business leaders, financiers of the latter part of the 19th century, have bee
barons" and praised as "pioneers of industrialism". The student should read a bi
following suggested business leaders and be prepared to relate to the class whethe
merits praise or criticism, or both:

1. John D. Rockefeller
2. Cornelius Vanderbilt
3. Andrew Carnegie
4. J.P. Morgan
5. E.H. Hammon
6. James J. Hill
7. Jay Gould
8. Philip Armour
9. James Fisk
10. Daniel Drew
11. Henry C. Frick
12. Jay Cooke

DEPTH OPPORTUNITIES

rite a short paper in which he draws comparisons between how the American economy utilizes
n order to solve the economic problem, or tries to satisfy unlimited wants with limited
private enterprise system (capitalism) to:
ere the people elect a government to make the principal economic decisions
and mixed society)
ian system where the important economic decisions are made by a small group
itrary authority (communist or fascist-type economy)

omparison include: the basic foundations, the reliance upon markets, and the role of
gree of planning. Examples of suggested responses: private property, competition,
conomic freedoms.

d the nature of capital and its formation, students should be asked to select one of
explan how it plays an important role in increasing the capital goods in the American
opportunity may be developed through committees, individual assignment, or role playing.
s
anks
nge

d the relationship of supply and demand, the market mechanism, and the role of govern-
the student should attempt an explanation of why agriculture's shares of output and
n the period 1860-1914, while those of manufacturing increased.

d the forces involved in the growth of size and influence of large business combina-
hould attempt to determine the factors which motivated Andrew Carnegie and other
to begin acquiring other phases of steel production such as mines, shipping lines,
tudent should show the relationship of this development to monopolistic practices.

financiers of the latter part of the 19th century, have been criticized as "robber
s "pioneers of industrialism". The student should read a biography of one of the
usiness leaders and be prepared to relate to the class whether or not the leader
icism, or both:

kefeller
nderbilt
egie
l1

7. Jay Gould
8. Philip Armour
9. James Fisk
10. Daniel Drew
11. Henry C. Frick
12. Jay Cooke

DEPTH OPPORTUNITIES

The student should write a short paper in which they refute or defend o
1. The intellectual and artistic life of the so-called "Gilded Ag
that our American civilization has yet seen.
2. The city was the genesis of modern American life and culture.
3. Old patterns and traditions in home, church, and school were a
thus bringing serious social and psychological problems.

In order that the students might better understand the nature of indust
the 19th century, the following depth opportunity is suggested. Divide
the position of labor and management in the four principal industrial c
Strike of 1877; Haymarket Affair, 1877; Homestead Steel Strike, 1892; P
of labor and management are presented relative to each conflict, care s
these points: cause, company and area involved, nature of the conflict
the outcome.

As a means of tying the past to the present, the student should draw co
following pairs: craft union and industrial union; individual bargaini
shop and open shop; union shop and "right to work" laws; a strike and a
membership non-discrimination and de facto union policies of discrimina

DEPTH OPPORTUNITIES

ld write a short paper in which they refute or defend one of the following conclusions:
llectual and artistic life of the so-called "Gilded Age" was among the richest
American civilization has yet seen.
was the genesis of modern American life and culture.
erns and traditions in home, church, and school were altered by rapid industrialization,
nging serious social and psychological problems.

students might better understand the nature of industrial conflict in the latter part of
the following depth opportunity is suggested. Divide the class into committees to represent
abor and management in the four principal industrial conflicts of the period: Railroad
aymarket Affair, 1877; Homestead Steel Strike, 1892; Pullman Strike, 1894. As the position
gement are presented relative to each conflict, care should be taken that the students cover
use, company and area involved, nature of the conflict, role of government, how terminated,

ng the past to the present, the student should draw comparisons and contrasts between the
craft union and industrial union; individual bargaining and collective bargaining; closed
p; union shop and "right to work" laws; a strike and a lockout; official union policies of
scrimination and de facto union policies of discrimination.

1. Supplementary Reading (General)

Addams, Jane, Twenty Years at Hull House
Arnof, Dorothy, Reading in American History
Baker, Rachel, America's First Trained Nurse, Linda Richards
Ewen, David, Panorama of American Popular Music
Edwards, Cecil, Horace Mann: Sower of Learning
Foster, Genevieve, Theordore Roosevelt
Ganley, Albert, The Progressive Movement
Hogner, Dorothy, Conservation in America
Hornung, Clarence, Wheels Across America: A Pictorial Cavalcade Illustrating the Early Development of Vehicular Transportation
Jogan, Thorvald, The Century of the Surgeon
Judson, Clara, Mr. Justice Holmes
Keepnews, Carrin, Pictorial History of Jazz
Lord, Walter, The Good Years
Meigs, Cornelia, Invincible Louisa
Noble, Iris, Joseph Pulitzer, Front Page Pioneer
Norman, Charles, John Muir, Father of Our National Parks
North, Sterling, Young Thomas Edison
Place, Marian, Gifford Pinchot: The Man Who Saved Forests
Riis, Jacob, How the Other Half Lives
Reynolds, Quentin, Wright Brothers, Pioneers in American Aviation
Reck, Franklin, Romance of American Transportation
Rittenhouse, Mignon, Amazing Nellie Bly
Simon, Charlie, Lay of the New Land
Sweet, William, The Story of Religion in America

Supplementary Reading (Immigration)

Handlin, Oscar, The Uprooted
Higham, John, Strangers in the Land: Patterns of American Nativism 1860-1925
Pupin, Michael, From Immigrant to Inventor
Shippen, Katherine, Passage to America: The Story of the Great Migrations

Supplementary

Adams, Dynamite:
America
Bruce, Robert V.,
Dulles, Labor in
Harris, Herbert,
Lens, Sidney, Wor
Neyhart, Louise,
Orth, Samuel, Arm
Paradis, Adrian A
the American La
Shippen, Katherin
Organized Labor

Supplementary

Allen, Fredrick L
Allen, Fredrick L
Burlingame, Roger
Carnegie, Andrew,
Cochrane, Thomas
DeKruif, Paul, Se
Dutton, William,
Hendrik, Burton,
Holbrook, Steward
Holbrook, Stewart,
Josephson, Matthew
McCready and Sage,
Shippen, Katherine
of Steel

Supplementary

Clark, James, Educ
Cremin, L.A., Publ
Eggleston, Edward,
Johnson, Clifton,
Marshall, Robert,
Raney, William, Wi

INSTRUCTIONAL MATERIALS

(General)

s at Hull House
n American History
irst Trained Nurse, Linda Richards
merican Popular Music
an: Sower of Learning
ore Roosevelt
ssive Movement
tion in America
Across America: A Pictorial
he Early Development of Vehicular

ry of the Surgeon
Holmes
l History of Jazz
rs
e Louisa
r, Front Page Pioneer
, Father of Our National Parks
mas Edison
chot: The Man Who Saved Forests
Half Lives
Brothers, Pioneers in American

American Transportation
ng Nellie Bly
New Land
of Religion in America

(Immigration)

d
the Land: Patterns of American

rant to Inventor
to America The Story of the

Supplementary Reading (Labor)

Adams, Dynamite: The Story of Class Violence in America
Bruce, Robert V., 1877, The Year of Violence
Dulles, Labor in America
Harris, Herbert, American Labor
Lens, Sidney, Working Men
Neyhart, Louise, Giant of the Yards
Orth, Samuel, Armies of Labor
Paradis, Adrian A., Labor in Action: The Story of the American Labor Movement
Shippen, Katherine, The Union Cause: The Growth of Organized Labor in America

Supplementary Reading (Big Business)

Allen, Fredrick L., The Great Pierpont Morgan
Allen, Fredrick L., The Lords of Creation
Burlingame, Roger, Machines that Built America
Carnegie, Andrew, The Autobiography of Andrew Carnegie
Cochrane, Thomas C., Railroad Leaders 1845-1890
DeKruif, Paul, Seven Iron Men
Dutton, William, Adventure in Big Business
Hendrik, Burton, Age of Big Business
Holbrook, Steward, The Age of Moguls
Holbrook, Stewart, Story of American Railroads
Josephson, Matthew, The Robber Barons
McCready and Sage, Railroads in the Days of Steam
Shippen, Katherine, Andrew Carnegie and the Age of Steel

Supplementary Reading (Education)

Clark, James, Education in Wisconsin
Cremin, L.A., Public Schools in Our Democracy
Eggleston, Edward, The Hoosier Schoolmaster
Johnson, Clifton, Old Time Schools and School Books
Marshall, Robert, The Story of Our Public Schools
Raney, William, Wisconsin - A Story of Progress

Supplementary Reading (Frontier)

Altsheler, Joseph, Horsemen of the Plains
American Heritage, Overland Stage, June 1957 issue
Billington, Ray, Westward Expansion
Clemens, Samuel, Roughing It
Custer, Elizabeth, Boots and Saddles, or Life in Dakota with General Custer
Dick, Everitt, Sod House Frontier
Bohe, The Longhorns
Erdman, Louis, Wind Blows Free
Garst, Doris, Crazy Horse, Great Warrior of the Plains
Garst, Doris, Custer, Fighter of the Plains
Gendron, Val, Powder and Hides
Gowdy, George, Young Buffalo Bill
Hall-Quest, Olga, Wyatt Earp
Herman, William, Missouri River-Boy
Holbrook, Stewart, Wild Bill Hickok Tames the West
Kjelgaard, James, Hi Jolly
Lake, Stuart, Wyatt Earp, Frontier Marshall
Means, Florence, Candle in the Mist
Meider, Charles, The Great West
Moody, Ralph, Kit Carson and the Wild Frontier
Moran, Mable, Red Eagle: Buffalo Bill's Adopted Son
O'Conner, Richard, Bat Masterson
Osgood, Ernest, The Day of the Cattleman
Place, Marian, Hold Back the Hunter
Pritchett, Lulita, Cabin at Medicine Springs
Proudfit, Isabel, Riverboy - The Story of Mark Twain
Reynolds, Quentin, Custer's Last Stand
Rolvaag, Ole, Giants in the Earth
Russell, Don, The Lives and Legends of Buffalo Bill
Sandoz, Mari, Buffalo Hunters
Tabbel, John, The American Indian Wars
Vestabl, Stanley, Sitting Bull, Champion of the Sioux
Wellman, Paul, Death on Horseback
Westermeier, Clifford, Trailing the Cowboy

2. Teacher

Billington,
Turner, F.J.
Hicks, J.D.,
Allen, Fredr
Hays, Samuel
Lathan, Earl
Handlin, Osca
History
Handlin, Osc
Taylor, Georg
Role of th
Hogan, Willi
Holbrook, St
Mills, C.W.,
Addams, Jane
Green, Const
Nation
Schlesinger,
Burlingame,
of Mass Pr
Tuchman, Bar

3. Service

Stevens, Har
Mowry, Georg
Carter, Harv

INSTRUCTIONAL MATERIALS

ading (Frontier)

orsemen of the Plains
Overland Stage, June 1957 issue
tward Expansion
ghing It
oots and Saddles, or Life in
l Custer
ouse Frontier

Blows Free
orse, Great Warrior of the Plains
, Fighter of the Plains
and Hides
Buffalo Bill
att Earp
souri River-Boy
ld Bill Hickok Tames the West
Jolly
arp, Frontier Marshall
dle in the Mist
Great West
son and the Wild Frontier
gle: Buffalo Bill's Adopted Son
at Masterson
Day of the Cattleman
Back the Hunter
bin at Medicine Springs
verboy - The Story of Mark Twain
uster's Last Stand
in the Earth
ves and Legends of Buffalo Bill
Hunters
erican Indian Wars
tting Bull, Champion of the Sioux
on Horseback
, Trailing the Cowboy

2. Teacher Reference Material

Billington, Ray, Westward Expansion
Turner, F.J., The West in American History
Hicks, J.D., The Populist Revolt
Allen, Fredrick L., The Lords of Creation
Hays, Samuel P., The Response to Industrialism 1885-1914
Lathan, Earl (ed.), John D. Rockefeller
Handlin, Oscar (ed.), Immigration as a Factor in American History
Handlin, Oscar (ed.), The Uprooted
Taylor, George Rogers, The Turner Thesis Concerning the Role of the West
Hogan, William, American Indians
Holbrook, Steward, The Age of Moguls
Mills, C.W., New Men of Power - America's Labor Leaders
Addams, Jane, Twenty Years at Hull House
Green, Constance, American Cities in the Building of the Nation
Schlesinger, A.M., The Rise of the City, 1878-1898
Burlingame, Roger, Background of Power: The Human Story of Mass Production
Tuchman, Barbara, The Proud Tower

3. Service Center for American History Pamphlets

Stevens, Harry R., The Middle West
Mowry, George L., Progressive Movement 1900-1920
Carter, Harvey L., The Far West in American History

4. Films (BAVI)

3638	Gunfight at the O.K. Corral, $3.50, 27 minutes
4769	Settling the Great Plains, $4.50, 12 minutes
4904	Immigration in America's History, $2.00, 11 minutes
4444	Theodore Roosevelt, American, $1.75, 26 minutes
8137	And the World Listened (Bryan), $3.00, 30 minutes
4627	Navajo, People Between Worlds, $4.50, 18 minutes
1482	New Americans, $2.50, 14 minutes
4660	Labor Movement, Beginnings and Growth in America, $2.50, 13 minutes
0429	City, $5.00, 33 minutes
1184	Land of Liberty, 1860-1890, $2.50, 20 minutes

Films (Madison I.M.C.)

F-141	Pioneers of the Plains
F-540	Westward Movement, Part V
F-3104	Midland Metropolis

ADDITIONAL REFERENCES CONCERNING NEGROES IN AMERICAN HISTORY: UNIT II

(All of these references may not be available in any one school library. I
librarian be requested to develop a bibliography of materials available whi

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Bowen, David, The Struggle Within. New York: Norton, 1965. Arguments for and against equality for the Negro.

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Cook, Roy, Leaders of Labor. Philadelphia, Pa: Lippincott, 1966. Chapter on A. Philip Randolph and references to Negroes in earlier movements.

Davis, John P., The American Negro Reference Book. Englewood Cliffs, N. J: Prentice-Hall, 1965. Pages 45-65 covers every topic of this unit. There are other sections of the book on population, employment, wealth, urban Negroes, education, religion, politics, protest movements, Negro women, armed forces, interest in Africa, prejudice, music, arts, sports, entertainment, and men of letters.

Fisher, Dorothy C., And Long Remember. New York: McGraw-Hill, 1959. Chapter in George Washington Carver.

Fleming, Alice, Great Women Teachers. Philadelphia, Pa: Lippincott, 1965. Chapter on Mary McLeod Bethune.

Ginsberg, E., and Berman, H., The American Worker in the Twentieth Century. New York: Macmillan, 1963. Note references to Negroes and case studies about Negro Workers.

Gould, Jean, Tha
Biography of
Graham, Shirley,
Messner, 1955
Heaps, W. A., Ri
Seabury, 1966
Holt, Rackham, G
N. Y: Double
Hughes, Langston
Dodd, 1954.
T. Washington
O. Tanner, Ge
S. Dunbar, W.
Hughes, L., and
Garden City,
George M. McC
Halloway, W.
W. Johnson, P
Willaim S. Br
Hughes, L., and
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222-223 South
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236-237 indus
244-251 leade
arts, 256-257
interracial o
267 protest m
Kohler, R., Story
on Negro wome

ENCES CONCERNING NEGROES IN AMERICAN HISTORY: UNIT II

ferences may not be available in any one school library. It is suggested that the school
uested to develop a bibliography of materials available which are appropriate to the unit.)

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Story of the Negro. New York: Knopf,
with African civilization and comes
Pages 176-207 give short references
ributions throughout the 1877-1920

e Struggle Within. New York: Norton,
nts for and against equality for the

, Arrow Book of Presidents. New York:
ess, 1966. Some references of concern

rs of Labor. Philadelphia, Pa:
966. Chapter on A. Philip Randolph
s to Negroes in earlier movements.
The American Negro Reference Book.
ffs, N. J: Prentice-Hall, 1965.
overs every topic of this unit.
er sections of the book on popula-
ent, wealth, urban Negroes,
ligion, politics, protest movements,
armed forces, interest in Africa,
sic, arts, sports, entertainment,
tters.
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1959. Chapter in George Washington

reat Women Teachers. Philadelphia,
t, 1965. Chapter on Mary McLeod

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rkers.

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Graham, Shirley, Booker T. Washington. New York: Messner, 1955. Biography.

Heaps, W. A., Riots, U. S. A: 1765-1965. New York: Seabury, 1966. Pages 108-117 on 1917 race riot.

Holt, Rackham, George Washington Carver. Garden City, N. Y: Doubleday, 1942. Biography.

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Hughes, L., and Bontemps, Arna, The Poetry of the Negro. Garden City, N. Y: Doubleday, 1949. Poems by George M. McClellan, Joseph S. Cotter, John W. Halloway, W. E. B. DuBois, James D. Corruther, James W. Johnson, Paul L. Dunbar, Alice Dunbar Nelson, Willaim S. Braithwaite.

Hughes, L., and Meltzer, M., A Pictorial History of the Negro in America. New York: Crown, Rev. ed. Pages 216-219 Exodus to Kansas, 220-221 Negro education, 222-223 Southern labor, 224-225 labor unions, 226-227 inventors, 228-229 farm labor, 230-231 disenfranchisement, 232-233 Negro leadership, 234-235 white supremacy 236-237 industry, 238-239 segregation, 240-243 Tuskegee 244-251 leaders, 252-253 songs, 254-255 history and arts, 256-257 lynchings, 258-259 leaders, 260-261 interracial organizations, 262-265 World War I, 266-267 protest march.

Kohler, R., Story of Wisconsin Women. Pages 101-102 on Negro women.

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Means, Florence C., Carver's George. Boston, Mass: Houghton Mifflin Co., 1952. Biography.

Meltzer, Milton, In Their Own Words: A History of the American Negro. New York: Crowell, 3 Vol., 1964, 1965, 1966. Pages 60-171 cover Negroes' view of segregation, Civil Rights Bill of 1874, sharecropping, killings, resistance to lynchings, western migration, tenant farming system, Colored Farmers' Alliance, Douglass on lynching, Washington's Atlanta speech, John Hope for equality, white supremacy and myth of happy Negro, Negro farm workers, DuBois against discrimination, Ida B. Wells on lynching, and a Negro boy in Cleveland.

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Miller, Herman P., Poverty: American Style. Belmont, Calif: Wadsworth, 1966. Note references to Negroes in the pre-1920 period.

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Rollins, C. H., They Showed the Way. New York: Crowell, 1964. Chapter on Robert S. Abbott, Ida Wells Barnett, Mary McLeod Bethune, George W.
Carver, Frede
L. Dunbar, Arc
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Spangler, Earl, T
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Garden City, N
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Wynes, C. E., The
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Negro leadersh

International Boo
New York: Boo

REFERENCES

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ing, killings, resistance to lynchings,
gration, tenant farming system, Colored
lliance, Douglass on lynching, Wash-
tlanta speech, John Hope for equality,
emacy and myth of happy Negro, Negro
rs, DuBois against discrimination, Ida
lynching, and a Negro boy in Cleve-

n, Milestones to American Liberty. New
ell, 1965. Pages 152-156 Douglass for
59-163 Populist Party, 170-179 Roosevelt
speeches.
P., Poverty: American Style.
lif: Wadsworth, 1966. Note references
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eson, Bill Robinson, "Bert" Williams.
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on James W. Johnson, Paul L. Dunbar,
raithwaite.
, They Showed the Way. New York:
4. Chapter on Robert S. Abbott, Ida
tt, Mary McLeod Bethune, George W.

Carver, Frederick Douglass, W. E. B. DuBois, Paul L. Dunbar, Archibald H. Grimke, William C. Handy, Matthew A. Henson, James W. Johnson, Edmonia Lewis, Norbert Rilleaux, Henry O. Tanner, Maggie L. Walker, "Bert" Williams, Dr. Daniel Hale Williams, Carter Woodson, and Charles Young.

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Spangler, Earl, The Negro in America. Minneapolis, Minn: Lerner, 1966. Pages 34-38 on leaders, 39-40 move to cities, 43-44 period after World War I.

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Sterne, Emma G., Mary McLeod Bethune. New York: Knopf, 1957. Biography.

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Wynes, C. E., The Negro in the South Since 1865. Ala: U. of Alabama. Sections on politics, white rationalization, social history, paternalism, Jim Crow, racial injustice, segregated education, Negro cowboys, protestant religions. (Excellent teacher reference)

Year, Editors of, Pictorial History of the American Negro. Maplewood, N. J: Hammond, 1964. Pages 43-47 on lynching, segregation, discrimination, and Negro leadership.

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International Book Co., Historical Negro Biographies. (Continued)
Bannister, Ida Wells Barnett, Thomas Bethune, James A. Bland, Blanche Bruce, Fanny M. Coppen, Martin Delaney, Frederick Douglass, Paul L. Dunbar, Flipper Ossian, Thomas Fortune, Richard Greener, Archibald H. Grimke, Francis J. Grimke, John M. Langston, Edmonia Lewis, Jan Matzeliger, William Scarborough, Benjamin "Pap" Singleton, Henry O. Tanner, Madame C. J. Walker, Maggie L. Walker, Booker T. Washington, George H. White, "Bert" Williams, Granville T. Woods, Richard R. Wright, Robert S. Abbott, Claude Barnett, Mary Bethune, William S. Braithwaite, Charlotte H. Brown, Hallie Brown, George W. Carver, Charles W. Chesnutt, Benjamin O. Davis, W. E. B. DuBois, William C. Handy, Matthew A. Henson, William A. Hinton, John Hope, Henry Johnson, James W. Johnson, Ernest E. Just, Kelly Miller, Garnett A. Morgan, Adam Clayton Powell Sr., Mary C. Terrell, William M. Trotter, Daniel H. Williams, Carter G. Woodson, Charles Young, and many others in religion, education, and other areas.

EVALUATION FOR UNIT II
(Sample Questions)

LEVEL I	LEVEL II
Describes, defines, makes an analogy, identifies, or classifies (fact...specific)	Shows relationships among ideas, makes comparisons, recognizes principles
An early philanthropist in the big business era was (a) C. Vanderbilt, (b) James Fisk, (c) Andrew Carnegie, (d) Jay Gould	The growth of big business (a) lead to labor violence, (b) made labor unions unnecessary, (c) enabled all people to raise their standard of living, (d) marked the end of the "Robber Barons"
The area of the country passed over by early westward expansion was (a) Central Plains, (b) Great Plains, (c) Pacific Coast, (d) Gulf Plains	An environmental factor not present on the Great Plains that was present in other areas was (a) good soil, (b) grass, (c) wood, (d) climatic variance
Immigrants to America between 1900 and 1914 came mainly from (a) Northern Europe, (b) Asia, (c) Southeastern Europe, (d) Western Europe	The problems of the "new" immigrants reflected their (a) high economic level, (b) lack of religious conviction, (c) lack of education, (d) lack of intellectual ability

EVALUATION FOR UNIT II
(Sample Questions)

VEL I	LEVEL II	LEVEL III
ines, makes an ifies, or classifies ic)	Shows relationships among ideas, makes comparisons, recognizes principles	Usually explains, justifies, interprets, or predicts (theory...abstract)
nthropist in the ra was (a) C.) James Fisk, negie, (d) Jay	The growth of big business (a) lead to labor violence, (b) made labor unions unnecessary, (c) enabled all people to raise their standard of living, (d) marked the end of the "Robber Barons"	Define "Social Darwinism", "free enterprise", "monopoly" and arrive at a description of the American economy by 1880.
e country passed westward expansion l Plains, (b) Great cific Coast, (d)	An environmental factor not present on the Great Plains that was present in other areas was (a) good soil, (b) grass, (c) wood, (d) climatic variance	Write an essay in which you comment on the different environmental factors that faced the Great Plains settler. Show how they differed from a settler in Central Wisconsin.
America between came mainly from urope, (b) Asia, rn Europe, (d)	The problems of the "new" immigrants reflected their (a) high economic level, (b) lack of religious conviction, (c) lack of education, (d) lack of intellectual ability	Study the following factors. Which one caused the most antagonism toward the "new immigration"? Write a paragraph in support of the answer you choose. (a) religion, (b) greater skills of these immigrants, (c) clannishness of people, (d) law of supply and demand as applied to the labor market

UNIT III

CHANGES IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

110- UNIT III CHANGES IN GOVERNMENT AND POLITICAL LIFE, 1

OVERVIEW

As has been stated elsewhere in this guide, the rapid technological ad
country in the second half of the 19th century produced changes which
of American life. Some of these changes dramatically altered our poli
tion in this section will be focused on the men, ideas, and institutio
this political and governmental change.

COMMENTARY TO THE TEACHER

Teachers, in planning their work for this unit, should first give consi
and concepts, and then identify specific understandings from the conte
support or reinforce those concepts Lastly, they should select learn
students synthesize facts and information in such a manner as to provi

The student, on the other hand, will start at the opposite end of the
Working alone and in groups, students should develop skills in synthes
broader understandings and generalizations from specific facts and con
recognize and attach meaning to groups of related understandings, they
ness and understanding of more universal, meaningful, and potentially

No attempt has been made in this unit to be prescriptive or all embrac
cepts and understandings that we feel particularly relevant to this un
some learning situations or activities which we feel will enable stude
the understandings A teacher, in selecting any of these activities,
abilities of his particular class Each activity may be handled in va
variety of approaches. (See the section in this guide which deals wit
activities.) Above all, the teacher is encouraged to develop addition
activities of his own.

Lastly, it must be understood that no unit or course of study is compl
has gone before and will affect what comes after. Conceptual learnin
as long as the individual has the capacity to learn. Each stage in th
another opportunity for students to analyze the validity of, and to re
perceptions.

CHANGES IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

elsewhere in this guide, the rapid technological advances which occurred in this
ond half of the 19th century produced changes which are still being felt in every aspect
Some of these changes dramatically altered our political life and institutions. Atten-
on will be focused on the men, ideas, and institutions of this period as they reflect
governmental change.

TEACHER

ing their work for this unit, should first give consideration to the broad abstractions
then identify specific understandings from the content material which will serve to
ce those concepts Lastly, they should select learning situations designed to help
e facts and information in such a manner as to provide them with viable understandings.

e other hand, will start at the opposite end of the spectrum with learning situations.
in groups, students should develop skills in synthesizing, correlating, and abstracting
ings and generalizations from specific facts and content material As they begin to
ch meaning to groups of related understandings, they should gradually come to an aware-
nding of more universal, meaningful, and potentially applicable concepts

en made in this unit to be prescriptive or all embracing. We have identified some con-
ndings that we feel particularly relevant to this unit of study, and have constructed
ations or activities which we feel will enable students to come directly to grips with
s A teacher, in selecting any of these activities, should keep in mind the needs and
articular class Each activity may be handled in varying degrees of depth, and from a
ches. (See the section in this guide which deals with the mechanics of various kinds of
e all, the teacher is encouraged to develop additional understandings and learning
own.

understood that no unit or course of study is complete in itself. It relies on what
nd will affect what comes after. Conceptual learning is a growth process that continues
ividual has the capacity to learn. Each stage in the process must be considered as merely
y for students to analyze the validity of, and to reinforce, desired understandings and

CHANGES IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

I. Extension of Governmental Regulations

  A. Over Business
  B. Over Labor

II. Changing Organization of Political Parties

  A. What is a Political Party?
  B. National Level
  C. State Level
  D. Local Level

III. Political Reforms

  A. National Level
  B. State Level
  C. Local Level

IV. Changing Concepts of Political Leadership

  A. Political Responsibility
  B. Accountability

CONCEPTS	UNDERS
I. Economic systems have a marked influence on a society's political and social institutions. Conversely, political and social institutions influence economic systems.	1. An increasingly complex eco rapid industrialization, cr self-regulation.
	2. Fluctuations in the economy
	3. Tariff laws can best be und policy.
	4. Economic beliefs often dete
	5. Monetary policy is, in part upon government by the econ
II. The form and complexity of governmental systems vary in time and with societies.	1. The more complex and specia needs regulation. Administ the bureaucratic structure,
	2. Interstate commerce and tra create order out of an incr local control.
	3. The reform movement general democratic government.
	4. An increasingly complex gove expansion of civil service.
	5. Many local reforms led to th government, such as the city municipal organization.

NGES IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

UNDERSTANDINGS

have a marked
ciety's political
utions. Con-
l and social in-
nce economic

1. An increasingly complex economic structure, brought about by rapid industrialization, created the need for both governmental and self-regulation.
2. Fluctuations in the economy often serve to stimulate legislation.
3. Tariff laws can best be understood as expressions of national policy.
4. Economic beliefs often determine political party platforms.
5. Monetary policy is, in part, a reflection of the demands placed upon government by the economy.

lexity of
ems vary in
ieties.

1. The more complex and specialized a society becomes, the more it needs regulation. Administration of these regulations increases the bureaucratic structure, which in turn increases complexity.
2. Interstate commerce and transportation regulations were attempts to create order out of an increasingly chaotic system of state and local control.
3. The reform movement generally led to a more widely based form of democratic government.
4. An increasingly complex governmental structure led to the expansion of civil service.
5. Many local reforms led to the establishment of new forms of local government, such as the city-manager and commission types of municipal organization.

STUDENT LEARNING EXPERIENCE

1. Have students analyze such institutions as monopolies, trusts, and increasingly complex economic structures they represent. Show how mental and self-regulation of industry.
2. Analyze the depressions of 1873 and 1893 in light of the legislati of this legislation was a direct response to economic conditions. contemporary documents, if available, to see what kind of pressure
3. Have students analyze tariff regulations from the end of the Civil arguments given in support of, or in opposition to, higher tariffs followed national party lines. Determine to what extent our tarif the tariff policies of other nations.
4. Study the party platforms during the elections of 1888, 1892, 1896 platforms centered around economic issues. (Look especially at ta
5. Have students analyze the Federal Reserve Act, the Glass-Owen Bank terms of the pressure put upon government by various groups. Show bankers, industrialists, Grangers, Free Silverites, etc., were ref

1. Have students select a major city to study. (Can be done either a organizational structure in 1860, 1890, and 1920. Demonstrate how Note departments active in 1920 that weren't even conceived of in agencies formed during this period and what gave rise to all this they will come to an understanding of such factors as population g technological change, shifting patterns of population, and interde regions, nations, etc.) Be sure students understand the relationsh tional complexity.
2. Compare the expansion of civil services in our country at this time Great Britain, Germany, Russia, etc. Show what common factors can
3. Have students study the so-called "Granger" Laws, particularly in t existed. Try to justify the Supreme Court decisions outlawing thes
4. Have a student trace a railroad that crossed several state lines in ing regulations and practices a customer of this road would encount similar situation in 1910.
5. Have students support or reject the idea that the initiative, refer process.
6. Ask students to analyze the 17th Amendment to the Constitution in t electing senators produces legislators most responsive to the wishe

STUDENT LEARNING EXPERIENCES

analyze such institutions as monopolies, trusts, and holding companies in terms of the
complex economic structures they represent. Show how this complexity resulted in both govern-
lf-regulation of industry.
pressions of 1873 and 1893 in light of the legislation passed at the time. Determine how much
lation was a direct response to economic conditions. Have students study newspapers and other
ocuments, if available, to see what kind of pressure was being placed on congress by the public.
analyze tariff regulations from the end of the Civil War through the Underwood Tariff. Present
en in support of, or in opposition to, higher tariffs. Demonstrate to what extent these arguments
onal party lines. Determine to what extent our tariff policies affected world trade and
licies of other nations.
y platforms during the elections of 1888, 1892, 1896, and 1912. Discuss to what extent these
ered around economic issues. (Look especially at tariffs, money policy, and banking.)
analyze the Federal Reserve Act, the Glass-Owen Banking Act, and the Farm Loan Act of 1916 in
ressure put upon government by various groups. Show to what extent the wishes of such groups as
strialists, Grangers, Free Silverites, etc., were reflected in this legislation.

select a major city to study. (Can be done either as individuals or in groups). Look at its
structure in 1860, 1890, and 1920. Demonstrate how political organization of the city changed.
ts active in 1920 that weren't even conceived of in 1860. Discuss the kinds of regulatory
ed during this period and what gave rise to all this change in all of city government. (Hopefully,
e to an understanding of such factors as population growth, division of labor (specialization),
change, shifting patterns of population, and interdependence of community with other communities,
ons, etc.) Be sure students understand the relationship between institutional growth and organiza-
xity.
xpansion of civil services in our country at this time with similar expansions in other countries -
. Germany, Russia, etc. Show what common factors can be isolated to help explain this phenomenon.
study the so-called "Granger" Laws, particularly in terms of the confusion of regulations that
to justify the Supreme Court decisions outlawing these acts, and the development of the I.C.C.
trace a railroad that crossed several state lines in 1877, and report to the class the conflict-
s and practices a customer of this road would encounter. Have another student compare this to a
tion in 1910.
support or reject the idea that the initiative, referendum,and recall extended the democratic

o analyze the 17th Amendment to the Constitution in terms of trying to decide which method of
ors produces legislators most responsive to the wishes of the people.

CONCEPTS	UNDERSTANDI
III. Political power within a society tends to gravitate into the hands of a few, but leadership cannot long disregard the citizenry.	1. The wave of political corruptio attributed to the avarice of pol tration of wealth and power in t public largely ignorant or indif
	2. Supreme Court decisions during t tion of big business values.
	3. Many industrialists took advanta between federal and state sovere around regulatory legislation.
	4. Many local political machines we to sense the changing moods of t
	5. Refusal to accept the inevitabil businesses of this period to los been necessary.

MENT AND POLITICAL LIFE, 1877-1920

UNDERSTANDINGS

1. The wave of political corruption following the Civil War can be attributed to the avarice of political opportunists, the concentration of wealth and power in the hands of big business, and a public largely ignorant or indifferent to political wrong-doing.

2. Supreme Court decisions during this period were often a reflection of big business values.

3. Many industrialists took advantage of the ill-defined boundaries between federal and state sovereignty in their attempts to get around regulatory legislation.

4. Many local political machines were overthrown because they failed to sense the changing moods of the community.

5. Refusal to accept the inevitability of change caused many big businesses of this period to lose more than otherwise might have been necessary.

1. Have students study Daniel Drew, Jay Gould, and Jim Fisk. Di
   its being ethical or unethical. Discuss public reaction towa
   use of the "Business Ethic" to justify their actions.
2. Have students read some of the Supreme Court briefs dealing w
   (Munn v. Illinois, Peik v. the C & NW, and Wabash Railroad v.
   the philosophies expressed by the court with those expressed
   Morgan, etc. See if they seem to reflect the same values.
3. Suggest to some capable students that industrialists of this
   circumvent federal legislation, and conversely used the "due
   vent state legislation. Have them seek out actual situations
4. Appoint student committees to study the city governments of N
   Galveston, etc., about the turn of the century in order to an
   a. have them identify the political machine and leaders.
   b. have them identify the reform leaders in these cities.
   c. show what reforms were instituted.
   d. examine and point out attitudes machine leaders exhibi
      their downfall.
5. Study the New Jersey Democratic Nominating Convention at whic
   for governor. Discuss how this illustrates the fact that tho
   electorate.
6. Have students show that the Clayton Anti-Trust Act and the cr
   big business had in part circumvented the provisions of earli
7. Student debate. Resolved: Management could have controlled
   some of the demands of labor.
8. Have the students define the terms, "machine" and "bossism".
   then give both the good and bad points of this development.
   is possible to have a "good" machine. Under what conditions

STUDENT LEARNING EXPERIENCES

study Daniel Drew, Jay Gould, and Jim Fisk. Discuss the business conduct of these men as to
ical or unethical. Discuss public reaction towards their activities. Discuss the logic of the
usiness Ethic" to justify their actions.
read some of the Supreme Court briefs dealing with trusts and the regulation of monopolies.
nois, Peik v. the C & NW, and Wabash Railroad v. Illinois might be useful) Have them compare
ies expressed by the court with those expressed in some of the writings of Carnegie, Vanderbilt,
See if they seem to reflect the same values.
me capable students that industrialists of this period often used state corporate laws to
deral legislation, and conversely used the "due process" clause of the constitution to circum-
gislation. Have them seek out actual situations to support this contention.
nt committees to study the city governments of New York, Chicago, Cleveland, St. Louis,
c., about the turn of the century in order to analyze the effects of reform.
hem identify the political machine and leaders.
hem identify the reform leaders in these cities.
hat reforms were instituted.
and point out attitudes machine leaders exhibited in regard to reform that contributed to
downfall.
Jersey Democratic Nominating Convention at which Woodrow Wilson won the democratic nomination
Discuss how this illustrates the fact that those in power must be aware of the wishes of the

show that the Clayton Anti-Trust Act and the creation of the F. T. C. were necessary because
had in part circumvented the provisions of earlier regulatory laws.
e. Resolved: Management could have controlled the labor movement had it been willing to meet
emands of labor.
ents define the terms, "machine" and "bossism". Have them give examples of these in action and
the good and bad points of this development. Have them debate or discuss whether or not it
have a "good" machine. Under what conditions might a machine be formed?

CONCEPTS	UNDERSTANDING
IV. The concern of governments for the welfare of their citizens will vary in time and in process.	1. The graduated income tax was conce the costs of government. 2. Farmers supported inflation of the their own problems. 3. Regulation and control of the econ developed a greater sense of respo the people. 4. The conservation movement can best movement. 5. The ideal of progressive democracy should benefit all the people rath that democracy should insure socia as political freedom.

ES IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

UNDERSTANDINGS

rnments for the
tizens will vary
ess.

1. The graduated income tax was conceived as a means of equalizing the costs of government.

2. Farmers supported inflation of the currency as a solution to their own problems.

3. Regulation and control of the economy came as political leaders developed a greater sense of responsibility for the welfare of the people.

4. The conservation movement can best be understood as a reform movement.

5. The ideal of progressive democracy was that America's opportunities should benefit all the people rather than a privileged few, and that democracy should insure social and economic justice as well as political freedom.

STUDENT LEARNING EXPERIENCES

1. Trace the development of taxation in the U. S. Try to justify thi
2. Have students study the economic equation of exchange, MV=PT, to he inflationary monetary policy. (A good source is Harry W. Heckman. ed., Rand McNally & Company. Chicago, 1963. pp. 64-69.)
3. Prepare a student debate on the issue of free coinage of silver, ta that of Big Business.
4. Have students use Teddy Roosevelt and Taft as illustrations of how regulatory legislation which had gone unused in previous periods.
5. Have students trace Robert LaFollette's success in making Wisconsi of the people, including the Negro citizens.
6. Support or attack the position that conservation of natural resour of the 20th century.
7. What special groups or interests were represented in the leadershi kinds of opposition this leadership had to overcome. (Materials - Logan and Cohen; also use the Kerner report.)
8. Have the students trace the rise of William Jennings Bryan as a cha political, economic and social tenets.
9. Have students read a "Muckraker" novel (or portion of a "Muckraker" reflected needed social, economic,or political reforms. Also,read in 1965 and the Chicago and Cleveland riots in 1966. Determine if Discover which accounts for the fact that, in spite of numerous ref seems to face many of the same problems.

STUDENT LEARNING EXPERIENCES

e development of taxation in the U. S. Try to justify this in terms of our committment to democracy.
dents study the economic equation of exchange, MV=PT, to help them understand farm support of an
nary monetary policy. (A good source is Harry W. Heckman. The Economics of American Living. 2nd
d McNally & Company. Chicago, 1963. pp. 64-69.)
a student debate on the issue of free coinage of silver, taking the position of the farmer versus
Big Business.
dents use Teddy Roosevelt and Taft as illustrations of how responsible political leaders enforced
ry legislation which had gone unused in previous periods.
dents trace Robert LaFollette's success in making Wisconsin government more responsive to the demands
eople, including the Negro citizens.
r attack the position that conservation of natural resources could not begin until around the turn
th century.
cial groups or interests were represented in the leadership of the conservation movement? Illustrate
opposition this leadership had to overcome. (Materials - Pages 255-256 in The American Negro by
d Cohen; also use the Kerner report.)
students trace the rise of William Jennings Bryan as a champion of the common man. Detail his
l, economic and social tenets.
dents read a "Muckraker" novel (or portion of a "Muckraker" novel) in terms of the way in which it
d needed social, economic,or political reforms. Also,read contemporary accounts of the Watts riots
and the Chicago and Cleveland riots in 1966. Determine if there is a correlation between the two.
which accounts for the fact that, in spite of numerous reform movements, each succeeding generation
face many of the same problems.

CONCEPTS

V. Societies develop laws and sanctions in order to regulate themselves.

1. Informed sub-groups w lus for reform.

2. The attempt during th but only to bring it government.

3. Most regulatory legis enterprise.

4. There is usually a la imposition of sanctio

5. The severity of sanct attached to a given a

laws and sanctions in
themselves.

UNDERSTANDINGS

1. Informed sub-groups within the society provided much of the stimulus for reform.

2. The attempt during this period was not to eliminate monopoly, but only to bring it under the control and regulation of the government.

3. Most regulatory legislation grew out of the abuses of private enterprise.

4. There is usually a lag between legislation enacted and the imposition of sanctions to enforce it.

5. The severity of sanctions depends upon the degree of importance attached to a given act by a society at a given point in time.

STUDENT LEARNING EXPERIENCES

1. Have students select at least one of the well-known Muckraker works to read.
selection and hand in reports based upon the following points:
   a. To whom was the book intended to appeal, and did it in fact appeal to th
   up their cause?
   b. What demands for reform did it make, and why?
   c. Did it focus on any particular group or kind of activity?
   d. Can the book be linked to any particular reform movement?
On the basis of the reports submitted, have a committee tabulate the results o
identify common elements, trends, techniques, etc., of:
   Lincoln Steffens. Shame of the Cities.
   Ida Tarbell. The History of the Standard Oil Company.
   Frank Norris. The Octopus.
   Upton Sinclair. The Jungle.
2. Study the movement for Women's Suffrage both as an outgrowth of the general re
example of leadership by an informed, determined sub-group.
3. Have all members of the class do research, for background material, on abuses
industries, and on regulation enacted to correct these abuses. Then, either s
entire class, or appoint committees to visit the following:
   a. Oscar Mayer
   b. Madison Drug Company
   c. The University of Wisconsin Medical School
   d. State and city health departments
Have them report back to the class on present day practices in each of these a
in effect.
4. Student debate. Resolved: "Monopolies are in the public interest." Be sure
toward the regulation of monopolies is clearly brought out.
5. Study the Civil Rights Act of 1875. Determine what provisions were made for t
Trace the evolution of Civil Rights legislation from that time to the present.
lag between the legislation enacted and the provisions made to enforce it. (F
Plessy v. Fergussen, 1896; Sweatt v. Painter, 1950; Brown v. Board of Educatio
of 1964; and Civil Rights legislation debated and enacted in 1966.) (Material
214-216, 249-251, 253-254, 259-260 in The American Negro by Logan and Cohen, p
129, 135-138, 145-147, 148-152 in The Negro Struggle for Equality in the Twent
141-144, 169-173 in The Negro in American Life by Wade.
6. Study sanctions imposed on income tax evaders during the period being studied
the sanctions have changed and explain what accounts for this change. Be sure
periods. (A study of the numbers of people paying taxes in both periods might
7. Report on the practices used by Southern whites to achieve segregation and dis
(Materials - Pages 127-129, 136-138 in The American Negro by Logan and Cohen,
Struggle for Equality in the Twentieth Century by Ames.)

STUDENT LEARNING EXPERIENCES

elect at least one of the well-known Muckraker works to read. Each student would read his
and in reports based upon the following points:
as the book intended to appeal, and did it in fact appeal to this group? What groups took
cause?
nds for reform did it make, and why?
cus on any particular group or kind of activity?
ook be linked to any particular reform movement?
the reports submitted have a committee tabulate the results of the reports and try to
elements, trends, techniques, etc., of:
ens. Shame of the Cities.
The History of the Standard Oil Company.
. The Octopus.
r. The Jungle.
ent for Women's Suffrage both as an outgrowth of the general reform movement, and as an
ership by an informed, determined sub-group.
s of the class do research, for background material, on abuses in the meat packing and drug
on regulation enacted to correct these abuses. Then, either arrange field trips for the
r appoint committees to visit the following:
er
rug Company
rsity of Wisconsin Medical School
city health departments
t back to the class on present day practices in each of these areas, and on regulations now

. Resolved: "Monopolies are in the public interest." Be sure that the government's position
lation of monopolies is clearly brought out.
Rights Act of 1875. Determine what provisions were made for the enforcement of this law.
tion of Civil Rights legislation from that time to the present, being always mindful of the
legislation enacted and the provisions made to enforce it. (Pay particular attention to
ssen, 1896; Sweatt v. Painter, 1950; Brown v. Board of Education, 1954; the Civil Rights Act
vil Rights legislation debated and enacted in 1966.) (Materials - Pages 115, 138-140, 210,
1, 253-254, 259-260 in The American Negro by Logan and Cohen, pages 35-39, 87, 90-100, 126-
45-147, 148-152 in The Negro Struggle for Equality in the Twentieth Century by Ames, pages
3 in The Negro in American Life by Wade.
imposed on income tax evaders during the period being studied and today. Illustrate how
ave changed and explain what accounts for this change. Be sure to cite examples from both
udy of the numbers of people paying taxes in both periods might be useful.)
ractices used by Southern whites to achieve segregation and disenfranchisement of Negroes.
ges 127-129, 136-138 in The American Negro by Logan and Cohen, pages 16-22 in The Negro
uality in the Twentieth Century by Ames.)

CONCEPTS	UNDERSTANDIN
VI. Historical leadership results from the interplay of events and personalities.	1. Third parties are sometimes forme of strong leaders when these need the existing structure.
	2. Social and political reform during dynamic leadership.
	3. Reform in civil service was initia leaders who reacted against the sp tion.
	4. To be effective, a political leade ership in the minds of the public.
	5. Even though he has created this im unsuccessful if he fails to identi majority of the people.
II. Political institutions within a society are subject to either evolutionary or revolutionary change.	1. Third parties can develop because the major parties or in response t by either of the major parties.
	2. Political reform on the national, difficult to achieve because of ve spoils, and a disinterested public
	3. Reform legislation grew out of a d only were possible, but were in fa cratic system of government.
	4. Conflict is a necessary element of ity can only be purchased at the e
	5. Reform during this period was cons in nature.

IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

UNDERSTANDINGS

results from
ts and person-

1. Third parties are sometimes formed to satisfy the needs or desires of strong leaders when these needs or desires cannot be met within the existing structure.
2. Social and political reform during this period was effected through dynamic leadership.
3. Reform in civil service was initiated by concerned political leaders who reacted against the spoils system and political corruption.
4. To be effective, a political leader must create an image of leadership in the minds of the public.
5. Even though he has created this image, a political leader will be unsuccessful if he fails to identify with the interests of a majority of the people.

s within a
either
utionary

1. Third parties can develop because of factionalism within one of the major parties or in response to minority needs not considered by either of the major parties.
2. Political reform on the national, state, and local level was difficult to achieve because of vested interest groups, patronage, spoils, and a disinterested public.
3. Reform legislation grew out of a demand to correct abuses that not only were possible, but were in fact occurring, under our democratic system of government.
4. Conflict is a necessary element of change. Gain for the majority can only be purchased at the expense of the few.
5. Reform during this period was conservative, rather than radical, in nature.

STUDENT LEARNING EXPERIENCES

1. Have students trace the origins and exploits of the "Bull Moose" party with spe
formed.
2. Study the leadership roles played by Roosevelt, Taft, and Wilson in obtaining r
3. As students study civil service reform, have them analyze the extent to which t
quickened the implementation of this reform. They may wish to relate this to t
a result of the assassination of President Kennedy.
4. Study the "leadership image" of Teddy Roosevelt as it developed in the minds of
this image was created and what factors helped to sustain it. Point out some o
you can identify.
5. Study William J. Bryan's image as a leader. Discuss the characteristics of lea
discuss why he failed to identify with majority opinion. Students should arriv
interrelationship of leadership characteristics and identification of public wi
6. Research the policies and statements concerning the status of the Negro in Amer
administration from Hayes through Wilson. Develop a time line including many o
ments. (Materials - Pages 124, 129, 131-133, 138-139, 154-155, 166-168 in The
Cohen, pages 35-40 in The Negro Struggle for Equality in the Twentieth Century

1. Study the Greenback and Populist Parties in terms of the reasons for their form
Populist Party and Negro interests - Pages 133-136 in The American Negro by Log
2. Analyze the changes taking place in education in the early years of the century
education of the "whole child", vocational and technical education, etc.) Dete
were so slow in coming and what forces were at work to inhibit change.
3. Pose this question to your students. "What abuses are possible under a democra
and what procedures are available to us to correct these abuses?" In applying
period under study, particular attention might be directed at the movement for
4. Analyze the labor movement during this period for elements of conflict, both vi
Show gains made by labor and explain at whose expense the gains were made.
5. Have students prepare a panel discussion to compare and contrast the social, po
taking place in the United States with other reform movements occurring elsewhe
period.
6. Have students define conservative and liberal, reactionary and radical. Discov
change in time and have them apply their definitions to the reform which occurr

STUDENT LEARNING EXPERIENCES

trace the origins and exploits of the "Bull Moose" party with special emphasis on why it was

ership roles played by Roosevelt, Taft, and Wilson in obtaining regulatory legislation.
tudy civil service reform, have them analyze the extent to which the assassination of Garfield
implementation of this reform. They may wish to relate this to the legislation considered as
e assassination of President Kennedy.
dership image" of Teddy Roosevelt as it developed in the minds of the public. Explain how
s created and what factors helped to sustain it. Point out some of the criteria of leadership
ify.
J. Bryan's image as a leader. Discuss the characteristics of leadership shown by Bryan and
failed to identify with majority opinion. Students should arrive at an understanding of the
hip of leadership characteristics and identification of public wishes.
olicies and statements concerning the status of the Negro in America of each presidential
from Hayes through Wilson. Develop a time line including many of these policies and state-
ials - Pages 124, 129, 131-133, 138-139, 154-155, 166-168 in The American Negro by Logan and
5-40 in The Negro Struggle for Equality in the Twentieth Century by Ames.

nback and Populist Parties in terms of the reasons for their formation. (Materials on the
and Negro interests - Pages 133-136 in The American Negro by Logan and Cohen.)
anges taking place in education in the early years of the century. (Life adjustment,
he "whole child", vocational and technical education, etc.) Determine why these changes
n coming and what forces were at work to inhibit change.
tion to your students. "What abuses are possible under a democratic form of government,
dures are available to us to correct these abuses?" In applying the discussion to the
tudy, particular attention might be directed at the movement for women's suffrage.
bor movement during this period for elements of conflict, both violent and non-violent.
e by labor and explain at whose expense the gains were made.
prepare a panel discussion to compare and contrast the social, political and economic reform
n the United States with other reform movements occurring elsewhere in the world during this

efine conservative and liberal, reactionary and radical. Discover if these definitions
and have them apply their definitions to the reform which occurred at this time.

CONCEPTS	UNDERS
VIII. Societies must devise means of distributing political power.	1. Political parties consist o either because they think a cal matters, or to achieve "thinking" is conditioned.
	2. Both the "in" and "out" par
	3. Under our two-party system, party results in control of opposition.
	4. The initiative, referendum, people at the local level o elected officials.

IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

	UNDERSTANDINGS
means of al power.	1. Political parties consist of people united in an organization either because they think alike, or believe they do, on political matters, or to achieve common goals. Frequently, the "thinking" is conditioned.
	2. Both the "in" and "out" parties play significant political roles.
	3. Under our two-party system, a serious division of the majority party results in control of the government going over to the opposition.
	4. The initiative, referendum, and recall were attempts to assure people at the local level of some measure of control over elected officials.

STUDENT LEARNING EXPERIENCES

1. Have students study the "Issues" presented by the major parties during the elec mine which of the issues presented were the result of conditioned thinking. An to his party, as presented by John Kennedy in the first chapter of his Profiles degree to which this represents conditioned thinking.
2. Study the organization of a political party in detail in order to determine its operation.
3. Have students study the methods of operation of both "in" and "out" parties to of each and what techniques each uses to either maintain or regain power. Appl
4. Study the election of 1912 to see how the split within the Republican Party le "Bull Moose" Party and the election of the Democrat Wilson.
5. Have students analyze the rationale behind the enactment into law of the initia Discover to what purposes men such as LaFollette intended this legislation to in fact, the legislation produced the desired effect. Comment on reasons for
6. Have students compare and contrast political parties and vested interest groups look at the concepts of "policy" and "power" in relation to these two instituti
7. Study the question of party discipline and determine if students feel that a hi structure is desirable. (Compare political parties in the U. S. and Great Brit
8. An election could be re-enacted to show structure of a political party and how in an election. (1892, 1896, and 1912 are good years to use as the problem of the class into parties; do research and any other desirable work on party struc

STUDENT LEARNING EXPERIENCES

ts study the "Issues" presented by the major parties during the elections of this period to deter-
of the issues presented were the result of conditioned thinking. Analyze the politician's allegiance
y, as presented by John Kennedy in the first chapter of his Profiles in Courage, in terms of the
hich this represents conditioned thinking.
rganization of a political party in detail in order to determine its unique features and modes of

ts study the methods of operation of both "in" and "out" parties to determine the primary function
what techniques each uses to either maintain or regain power. Apply specifically to this period.
lection of 1912 to see how the split within the Republican Party led to both the formation of the
" Party and the election of the Democrat Wilson.
ts analyze the rationale behind the enactment into law of the initiative, referendum, and recall.
what purposes men such as LaFollette intended this legislation to be applied, and whether or not,
e legislation produced the desired effect. Comment on reasons for its failure or success.
ts compare and contrast political parties and vested interest groups. Specifically, have them
concepts of "policy" and "power" in relation to these two institutions.
uestion of party discipline and determine if students feel that a highly disciplined party
s desirable. (Compare political parties in the U. S. and Great Britain in this regard.)
could be re-enacted to show structure of a political party and how political issues are handled
ion. (1892, 1896, and 1912 are good years to use as the problem of third parties arises) Divide
nto parties; do research and any other desirable work on party structure; then proceed.

LANGUAGE ARTS CORRELATION

Approach

This political unit in history can be correlated with English by a unit on parliamentary procedure: discussing plans and problems.

Sources

1. Texts
   Bluementhal and others, The English Language 9, Chapter 4
   Stegner and others, Modern Composition 9, Chapter 13

2. Record
   Election Songs of U.S., Educational Record Sales

Student Activities

1. Organize the class into political parties. Using the election of 1896, prepare party platforms, campaign speeches, news stories, party publicity posters. After presenting this material, hold a mock election.
2. Using Robert's Rules of Order, discuss several political issues from this period in history such as: monetary policy, railroad regulations, pure food and drug legislation, corruption in government, and labor organization.
3. Have students analyze the elections of 1916 and 1964 to determine the crucial issues and to compare and contrast them.

IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

TS CORRELATION

history can be correlated with English
tary procedure: discussing plans and

hers, The English Language 9, Chapter 4
, Modern Composition 9, Chapter 13

.S., Educational Record Sales

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repare party platforms, campaign
ries, party publicity posters. After pre-
ial, hold a mock election.
s of Order, discuss several political
eriod in history such as: monetary
egulations, pure food and drug legis-
in government, and labor organization.
ze the elections of 1916 and 1964 to
al issues and to compare and contrast

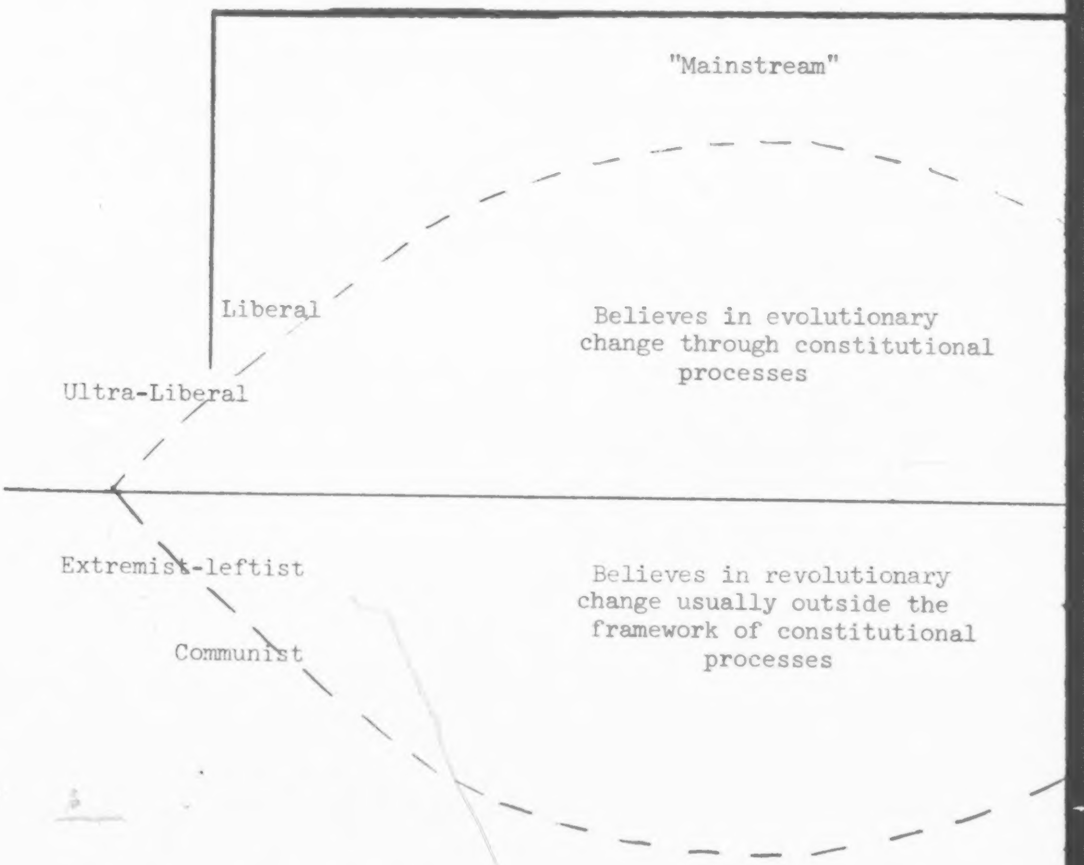
SKILLS TO BE DEVELOPED

1. The process by which people conduct business is called parliamentary procedure.
2. Promote order and efficiency to allow for the rule of the majority and protect the rights of the minority.
3. Rules of speech etiquette.

UNIT III CHANGES IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

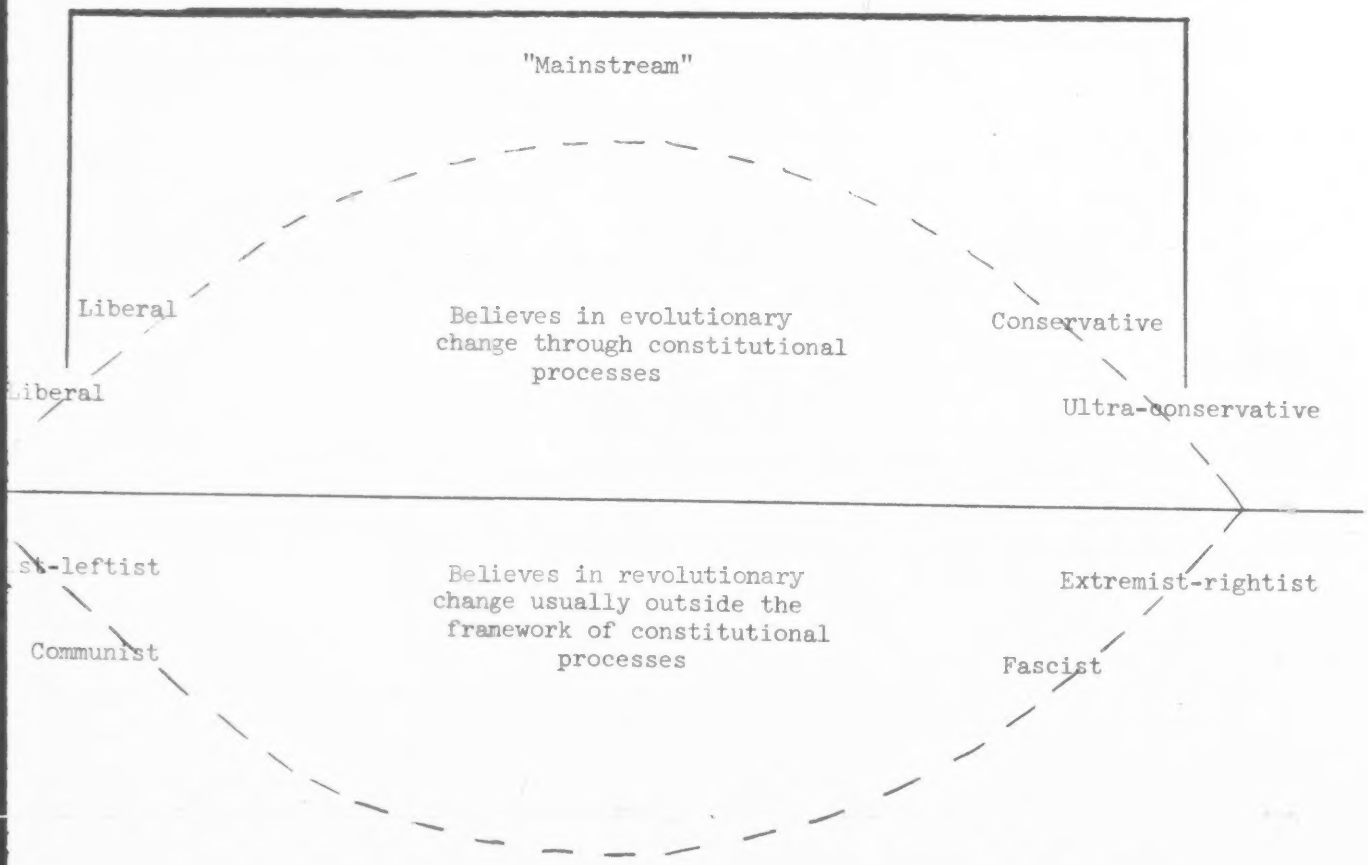
DEPTH OPPORTUNITIES

With political divisions arising in the late nineteenth century within an
and protest being expressed through third parties, this is an appropriate time
such concepts as political right and left and to develop the contimuum expressi


"Mainstream"
Liberal
Ultra-Liberal
Believes in evolutionary change through constitutional processes
Extremist-leftist
Communist
Believes in revolutionary change usually outside the framework of constitutional processes

TIES

ical divisions arising in the late nineteenth century within and between the two major parties, ng expressed through third parties, this is an appropriate time for the students to investigate political right and left and to develop the contimuum expressing political points-of-view.


"Mainstream"
Liberal
Believes in evolutionary change through constitutional processes
Conservative
iberal
Ultra-conservative
st-leftist
Believes in revolutionary change usually outside the framework of constitutional processes
Extremist-rightist
Communist
Fascist

DEPTH OPPORTUNITIES (continued)

Each student should define the "pool" and the "trust" and compare th

1. Reasons for their creations.
2. Objections to their use.
3. Methods used by government, state and federal, for their co
4. Effectiveness of control measures.

Assign one of the following to each class member:

1. Take the position of an editor in the election of 1896. In
   the idea of free coinage of silver at the ratio of sixteen
2. A person who is talented in the speech arts should paraphras
   Gold" speech. Then the students, in a class discussion, sho
   ability to influence their vote for or against free silver.
3. Assign individual reports on the following:
   Oliver H. Kelly and the Grangers
   James B. Weaver and the Populist
   William Jennings Bryan and the Democrats
4. Take the position of a Southern Negro farmer, a Southern pol
   and explain in each case how they reacted to the Populist i
   a common cause.

Each student should develop the essential characteristics of one of
Roosevelt and "The New Nationalism", William Howard Taft and "The Mantle
"The New Freedom". In a short paper he should consider the following:

1. Influence encouraging or restricting change.
2. Presidential leadership and special legislation in the areas
   a. business regulation
   b. rights of labor
   c. farm problems
   d. conservation
   e. immigration
   f. tariff
3. Areas of American life which were largely ignored in this pe
   pared with problems being agitated today.

To provide greater variety and depth experience for the students, it
be utilized. These may be used merely for individual enrichment or they m
Pertinent readings are:

1. Starr, Todd, Curti, Living American Documents.
2. Commanger and Nevins, The Heritage of America.
3. Angle, American Reader.

GOVERNMENT AND POLITICAL LIFE, 1877-1920

inued)

define the "pool" and the "trust" and compare them with reference to:
their creations.
to their use.
d by government, state and federal, for their control.
ss of control measures.

llowing to each class member:
sition of an editor in the election of 1896. In an editorial, attack or support
free coinage of silver at the ratio of sixteen to one.
is talented in the speech arts should paraphrase William Jennings Bryan's "Cross of
h. Then the students, in a class discussion, should analyze the speech in terms of its
influence their vote for or against free silver.
vidual reports on the following:
ily and the Grangers
aver and the Populist
nings Bryan and the Democrats
sition of a Southern Negro farmer, a Southern political leader, a poor Southern white,
in each case how they reacted to the Populist invitation to the Negro to join them in
use.

develop the essential characteristics of one of these administrations: Theodore
tionalism", William Howard Taft and "The Mantle of Succession", Woodrow Wilson and
short paper he should consider the following:
ncouraging or restricting change.
l leadership and special legislation in the areas of:
s regulation
of labor
oblems
ation
tion

erican life which were largely ignored in this period of social protest should be com-
problems being agitated today.

riety and depth experience for the students, it is suggested that primary sources
used merely for individual enrichment or they may be shared with the class.
re:
. Curti, Living American Documents.
nd Nevins, The Heritage of America.
ican Reader.

The following activities, which may be used as individual or group projects, a
critical analysis, summarizing ability, and research techniques.

1. Indicate what action the Federal Reserve Bank system can take which i
   extremes of inflation and deflation. Relate these to financial proble
2. Explain the nature of the money supply in use in the United States.
3. Examine the Federal Reserve System with special reference to the foll
   a. monetary policy
   b. a flexible money supply
   c. credit policy

In order to help the student to sense the revolutionary impact of new methods
and labor, have the student complete the following outline:

I. Changes in industry
   A. New inventions
   B. New industries
   C. New methods of production

II. Changes in agriculture
   A. Increase in markets
   B. Mechanization
   C. Influence of science
   D. Federal Aid
   E. Farm life

III. Effects on labor
   A. State legislation
   B. Attitude of courts
   C. Federal legislation

INSTRUCTIONAL MATERIALS

1. Supplementary Reading

Acheson, Patricia C., The Supreme Court: America's Judicial Heritage
Black, Charles L., Jr., The People and the Courts: Judicial Review in a Democracy
Kennedy, John F., Profiles in Courage
Rossiter, Clinton, Parties and Politics in America
Rossiter, Clinton, Conservatism in America
Lipset, Seymour, Political Man: The Social Bases of Politics
Hinderaker, Ivan, Party Politics
Burns, James M., The Deadlock of Democracy: Four Party Politics in America
David, Paul T., Goldman, Ralph, Blain, Richard, The Politics of National Party Conventions
Allen, Frederick L., The Great Pierpont Morgon
Allen, Frederick L., The Lords of Creation
Buck, Solon J., The Agrarian Crusade
Faulkner, H. and Starr, Mark, Labor in America
Hays, Samuel P., The Response to Industrialism
Holbrook, Stewart H., The Age of the Moguls
Howard, Robert W., This is the West
Leech, Margaret, In the Days of McKinley
Lynch, Denis T., The Wild Seventies
Nevins, Allan, The Emergence of Modern America, 1865-1878
Schlesinger, Arthur H., The Rise of the City, 1878-1898
Gras, Norman and Larson, Henrietta, Casebook in American Business History
Hacker, Louis, The Shaping of American Tradition
Heffner, Richard D., A Documentary History of the U.S.
Hofstadter, Richard, The Age of Reform: From Bryan to F.D.R.
Holbrook, Stewart, Dreamers of the American Dream
Morris, Richard B., Encyclopedia of American History
Commager, H.S., Document of American History
Cronon, Johnson, & Dunn, A Documentary History of the American People

Faulkner, H.U., Quest
Swisher, C.B., America
Angle, Paul M., The Am
Binkley, W.E., America
Natural History
Commager, H.S., and Ne
America
Davidson, Marshall B.,
Ewing, C., Presidentia
Franklin D. Roose
Faulkner, Harold U., Am
Allen, Frederick L., S
Allen, Frederick L., Th
Andrews, Wayne, The Au
Burns, MacGregor J., Ro
Catton, Bruce, U.S. Gra
Tradition
Cronston, Ruth, Woodrow
Dodd, William E., Woodr
Hagedorn, Hermann, The
Hatch, Alden, Edith Bol
Hatch, Alden, Woodrow W
Johnson, Gerald W., Woo
Josephson, Matthew, The
Link, Arthur S., Woodro
McAddo, Eleanor, The Wo
Norman, Charles, John M
Putnam, Carleton, Theod
Rils, Jacob A., Theodor
Steinberg, Alfred, Wood
Thomas, Henry, Ulysses
White, Dale, Gifford Pi
White, William S., The
Gosnell, H.F., Boss Pla
Study of the Polit
Platt, Theodore Ro
Orth, Samuel P., The Bo
Bradford, Gamaliel, Ame
Eggleston, Edward, The

INSTRUCTIONAL MATERIALS

e Court: America's

ple and the Courts:
acy
urage
olitics in America
in America
The Social Bases of

Democracy: Four

Blain, Richard, The
Conventions
ierpont Morgon
f Creation
Sade
oor in America
Industrialism
the Moguls
est
McKinley
ies
Modern America,

of the City, 1878-1898
a, Casebook in Ameri-

rican Tradition
y History of the U.S.
Reform: From Bryan

e American Dream
of American History
can History
ntary History of

Faulkner, H.U., Quest for Social Justice
Swisher, C.B., American Constitutional Development
Angle, Paul M., The American Reader
Binkley, W.E., American Political Parties: Their Natural History
Commager, H.S., and Nevins, Allan, The Heritage of America
Davidson, Marshall B., Life in America
Ewing, C., Presidential Elections: From Lincoln to Franklin D. Roosevelt
Faulkner, Harold U., American Economic History
Allen, Frederick L., Since Yesterday
Allen, Frederick L., The Big Change: 1900-1950
Andrews, Wayne, The Autobiography of Theodore Roosevelt
Burns, MacGregor J., Roosevelt: The Lion and the Fox
Catton, Bruce, U.S. Grant and the American Military Tradition
Cronston, Ruth, Woodrow Wilson
Dodd, William E., Woodrow Wilson and His Work
Hagedorn, Hermann, The Roosevelt Family of Sagamore Hill
Hatch, Alden, Edith Bolling Wilson
Hatch, Alden, Woodrow Wilson
Johnson, Gerald W., Woodrow Wilson
Josephson, Matthew, The Politicos, 1865-1896
Link, Arthur S., Woodrow Wilson and the Progressive Era
McAddo, Eleanor, The Woodrow Wilsons
Norman, Charles, John Muir
Putnam, Carleton, Theodore Roosevelt, Vol. I
Riis, Jacob A., Theodore Roosevelt
Steinberg, Alfred, Woodrow Wilson
Thomas, Henry, Ulysses S. Grant
White, Dale, Gifford Pinchot
White, William S., The Taft Story
Gosnell, H.F., Boss Platt and His New York Machine: A Study of the Political Leadership of Thomas C. Platt, Theodore Roosevelt, and Others
Orth, Samuel P., The Boss and the Machine
Bradford, Gamaliel, American Portraits, 1875-1900
Eggleston, Edward, The Hoosier Schoolmaster

Lynch, Denis T., Boss Tweed: The Story of a Grim Generation
Nevins, Allan, Grover Cleveland: A Study in Courage
Norris, Frank, The Octopus
Norris, Frank, The Pit: A Story of Chicago
Twain, Mark, and Warner, C. D., The Guilded Age
G.P.O., Congressional Record
Hofstadter, Richard, Great Issues in American History
Smearingen, Rodger, Readings on Communism
United States Bureau of the Census, Historical Statistics of the U. S., Colonial Times to 1957
G.P.O., U. S. Bureau of the Census, Statistical Abstract of the United States
Woll, Peter, American Government: Readings and Cases
Anderson, William, Government in the Fifty States.
Frost, Richard T., Cases in State and Local Government

2. Films

Our Living Constitution (Coronet)
Political Parties (Coronet)
Theodore Roosevelt-American (4444, 2.25 - 26 min.) B.A.V.I.

3. Filmstrips

Theodore Roosevelt (Eye Gate) color
Theodore Roosevelt (Jam Handy) color
The Story of Theodore Roosevelt (SVE) color

ADDITIONAL REFERENCES CONCERNING NEGROES IN AMERICAN HISTORY: UNIT III

(All of these references may not be available in any one school library. It is suggested that the school librarian be requested to develop a bibliography of materials available which are appropriate to the unit.

REFERENCES

Bowen, David, The Struggle Within. New York: Norton, 1965. Note effect of government and politics on the life of the Negro.

Davis, John P., The American Negro Reference Book. Englewood Cliffs, N. J: Prentice-Hall, 1965. Pages 45-65 note the effects of government and politics on the life of the Negro. Pages 414-430 on the Negro in politics, 458-483 on protest movements, pages 484-521 on legal status of the Negro.

Hughes, L., and Meltzer, M., A Pictorial History of the Negro in America. New York: Crown, Rev. ed. Pages 214-215 end of Reconstruction, 230-231 battle over ballots, 238-239 a precedent is set.

Meltzer, Milton, Milestones to American Liberty. New York: Crowell, 1965. Pages 159-163 Platform of Populist Party, 170-175 T. Roosevelt's first annual message, 176-179 Wilson's first Inaugural Address.

Rollins, C. H., They Showed the Way. New York: Crowell, 1964. Chapters on Col. Charles Young and Frederick Douglass.

Sterling, Dorothy, and Quarles, B., Lift Every Voice. Garden City, N. Y: Doubleday, 1965. Note effect of government and politics on the life of the Negro.

International Book Co., Historical Biographical Sketches. New York: Books, Inc., 1967. Biographies on John M. Langston, Frederick Douglass, Charles Young, Richard Greener, James W. Johnson, George W. Williams, James M. Turner, John H. Smythe, William F. Powell, Christopher Payne, John B. Rayner.

EVALUATION FOR UNIT III
(Sample Questions)

LEVEL I	LEVEL II	
Describes, defines, makes an analogy, identifies, or classifies (fact...specific)	Shows relationships among ideas, makes comparisons, recognizes principles	Usual inter (the
Robert M. LaFollette was a progressive from (a) Illinois, (b) Nebraska, (c) California, (d) Wisconsin	The progressive reform which most aided the city-dweller was (a) railroad reform, (b) direct election of senators, (c) Commission Plan, (d) conservation	Consi movem polit field signi speci suppo
The first serious attempt by the government to control big business was (a) Sherman Anti-Trust Act, (b) Clayton Anti-Trust Act, (c) Interstate Commerce Act, (d) Bland-Allison Act	The legislation which most directly benefited the farmer was (a) Bland-Allison Act, (b) Sherman Silver Purchase Act, (c) Interstate Commerce Act, (d) Sherman Anti-Trust Act	In th which busin in re phras phras benef
The president whose administration was marked by corruption was (a) Cleveland, (b) Grant, (c) Lincoln, (d) Garfield	Of the following which is the best example of governmental corruption before 1880: (a) Spoils System, (b) Tenure of Office Act, (c) Whiskey Ring, (d) direct election of senators	Proof be us shown (b) I Whisk of se to de

EVALUATION FOR UNIT III
(Sample Questions)

	LEVEL II	LEVEL III
kes an r classifies	Shows relationships among ideas, makes comparisons, recognizes principles	Usually explains, justifies, interprets, or predicts (theory...abstract)
as a pro- nois, (b) ia, (d)	The progressive reform which most aided the city-dweller was (a) railroad reform, (b) direct election of senators, (c) Commission Plan, (d) conservation	Considering the total progressive movement, were the reforms in the political, social, or economic fields the most complete and significant? Include as many specific examples as you can to support your choice.
mpt by the big busi- nti-Trust Trust Act, Act, (d)	The legislation which most directly benefited the farmer was (a) Bland-Allison Act, (b) Sherman Silver Purchase Act, (c) Interstate Commerce Act, (d) Sherman Anti-Trust Act	In the Sherman Anti-Trust Act, which was for the regulation of business, the phrase "combination in restraint of trade" is a key phrase. Explain how this key phrase actually worked for the benefit of business.
ministration on was (a) (c) Lincoln,	Of the following which is the best example of governmental corruption before 1880: (a) Spoils System, (b) Tenure of Office Act, (c) Whiskey Ring, (d) direct election of senators	Proof that political office can be used for economic gain is best shown by (a) Tenure of Office Act, (b) Interstate Commerce Act, (c) Whiskey Ring, (d) direct election of senators. Write a paragraph to defend your choice.

UNIT IV

AMERICAN FOREIGN RELATIONS, 1865-1920

134- UNIT IV AMERICAN FOREIGN RELATIONS, 1865-1920

OVERVIEW

The years between 1865 and 1920 marked America's rise to world leade
the basis for a new role, but the Spanish-American War and the resul
were the events which thrust America into a position of internationa
conflict, the U.S. was committed to a greater role. America came ou
had not committed herself to a position of world leadership.

COMMENTARY TO THE TEACHER

This diplomatic history unit is constructed around four concepts. A
were designed to focus the student's attention on the interdependence
in making foreign policy, the emotional factor in decision making, a

Although the learning situations and understandings do independently
been made to relate them. The task of interrelationship is left to t
tions include an equal number of inductive and deductive approaches,
many teaching techniques. For instance,in the section on the shrinki
of the learning situations ask the student to use specific facts to a
situations call for the use of observations to arrive discriminately
situation in this section asks the student to make inferences from a
develop each situation to an understanding and relate at the end, or
understanding and directly to the inferential stage, relating the con

When studying the situations in the concept dealing with emotional re
to chastise the U.S. for decisions based on emotionalism. A positive
indicates that the emotionalism should be considered not as an isolat
student should develop a greater respect for rational decision making

FOREIGN RELATIONS, 1865-1920

1865 and 1920 marked America's rise to world leadership. Its economic growth provided
w role, but the Spanish-American War and the resultant acquisition of an overseas empire
ich thrust America into a position of international power. With the entry into a world
was committed to a greater role. America came out of the war as the greatest power, yet
herself to a position of world leadership.

TEACHER

story unit is constructed around four concepts. All of the situations and understandings
ocus the student's attention on the interdependence of world regions, the power structure
policy, the emotional factor in decision making, and the complexity of historical events.

ing situations and understandings do independently focus on the concepts, no attempt has
them. The task of interrelationship is left to the teacher. Since the learning situa-
qual number of inductive and deductive approaches, there is enough flexibility to allow for
iques. For instance, in the section on the shrinking world or interdependent world, two
tuations ask the student to use specific facts to arrive at a generalization, while other
the use of observations to arrive discriminately at the generalization. Still another
section asks the student to make inferences from a generalization. Thus, the teacher may
tion to an understanding and relate at the end, or he may develop each situation to an
irectly to the inferential stage, relating the concepts as he proceeds.

situations in the concept dealing with emotional reasoning, the student may be tempted
. for decisions based on emotionalism. A positive approach is suggested where the teacher
emotionalism should be considered not as an isolated event but as part of the times. The
lop a greater respect for rational decision making.

UNIT OUTLINE

AMERICAN FOREIGN RELATIONS, 1865-1920

I. Overseas Economic Expansion

- A. Pacific
- B. Far East
- C. Caribbean

II. Imperialistic Beginnings

- A. The New Manifest Destiny
- B. Spanish-American War

III. United States as a World Power

- A. Imperialism
- B. World War Neutrality
- C. World War I
- D. Wilson and the League of Nations

CONCEPTS	UNDERSTANDINGS
I. Ours is a shrinking world; however, the effect of space and distance is related to the technology of a society.	1. The rapid industrial expansion of the U.S. new foreign markets .
	2. Foreign markets led to a greater realizati
	3. American expansion in the Pacific prior to sult of commercial enterprises and the sea of new materials.
	4. Americans saw investment opportunity and t Latin America.

UNDERSTANDINGS

industrial expansion of the U.S. caused a demand for
gn markets.

arkets led to a greater realization of interdependence.

expansion in the Pacific prior to 1898 was mostly a re-
ommercial enterprises and the search for new sources
terials.

saw investment opportunity and trade expansion in
rica.

STUDENT LEARNING EXPERIENCES

1. Using statistical tables of the U.S. export-import trade balances, explain the
the 1870's from a prior excess of imports to an excess of exports for all but
2. From James Michener's novel Hawaii, report on American settlement in Hawaii.
3. Report on the Pan American Union: its reasons for beginning, its development,
4. Find examples of territorial expansion to support Albert J. Beveridge's statem
are making more than the American people can use. . . the trade of the world m
5. Determine what domestic economic conditions influenced the demand for world ma
6. Label on a world map the Pacific islands used as naval coaling stations, and t
of Roosevelt's "Great White Fleet."
7. Research Captain A.T. Mahan's theory concerning naval and world power from his
Power on History.
8. Using statistical tables, determine the percentage of increase of exports from
why American businessmen continued to utilize foreign markets in spite of subm
types of goods were being exported.
9. Illustrate how the Algeciras Conference departed from the Monroe Doctrine and
Discover how Taft carried out this policy and in what way Wilson agreed.

STUDENT LEARNING EXPERIENCES

l tables of the U.S. export-import trade balances, explain the reasons for the change after
a prior excess of imports to an excess of exports for all but 3 years (1888, 1889, 1893) since.
ner's novel Hawaii, report on American settlement in Hawaii.
n American Union: its reasons for beginning, its development, and its function.
territorial expansion to support Albert J. Beveridge's statement in 1897, "American factories
than the American people can use. . . the trade of the world must and shall be ours."
omestic economic conditions influenced the demand for world markets in the 1890's.
map the Pacific islands used as naval coaling stations, and trace the round-the-world cruise
'Great White Fleet."
A.T. Mahan's theory concerning naval and world power from his book The Influence of Sea
.
l tables, determine the percentage of increase of exports from 1910 to 1918 to relate them to
inessmen continued to utilize foreign markets in spite of submarine warfare. Discover what
ere being exported.
he Algeciras Conference departed from the Monroe Doctrine and how T. Roosevelt justified this.
t carried out this policy and in what way Wilson agreed.

CONCEPTS	UNDERSTANDINGS
II. Societies must devise means of distributing political power.	1. The status of overseas possessions has resolved; some areas have gained state independent or semi-independent. 2. Congress was granted authority to over sessions. 3. In the Senate a strongly entrenched mi ity's legislative program. 4. While the constitution gives the Execu over foreign affairs, at times the Leg people can exert predominant influence 5. The League of Nations was an effort to solution to international problems.

UNDERSTANDINGS

us of overseas possessions has never been completely
; some areas have gained statehood while others are
ent or semi-independent.

was granted authority to oversee the governing of pos-
.

enate a strongly entrenched minority can defy a major-
gislative program.

e constitution gives the Executive branch the power
eign affairs, at times the Legislative branch or the
an exert predominant influence.

ue of Nations was an effort towards an idealistic
to international problems.

STUDENT LEARNING EXPERIENCES

1. Compare and contrast the position of Aguinaldo, the Philippine rebel leader, a
leader, in their conflict with national authority.
2. Explain the constitutional provisions for authority over foreign policy and go
3. Evaluate the statement that "statesmanship is the science of alternatives, and
to choose not between the good and the bad but between the bad and the less ba
statement in the foreign relations of Cleveland, McKinley, and Roosevelt.
4. Compare the U. S. policy toward (1) the Philippines (2) Hawaii (3) Alaska and
these possessions did not progress to independence together or why they did no
5. Stage a Senate debate on America's entry into the League of Nations. As a cor
power structure of the Senate to determine how a minority can thwart a majorit
6. In the light of American foreign policy from 1877-1920, assign a panel discuss
"military preparedness is the surest way to peace."
7. Define "Big Stick Policy" and "Dollar Diplomacy". In what way is the source o
these policies with regard to (1) our democratic ideals and (2) their effective
8. Explain imperialism and world power. Determine how the results of the Spanish-
in these two respects. Decide if a nation can be both a world power and a neut
9. Analyze President Cleveland's position on Hawaii and Venezuela by (1) collectin
(2) categorizing the action according to anti-imperialism, neutrality or imperi
in an essay.

1 . Determine what the recognition of foreign nations consists of. Select historic
recognition or nonrecognition was exercised by the U. S. and determine the purp
outcome, and who had the power to control the situation. (e.g., Mexico)

11. Report of T. Roosevelt's actions in Panama and determine why other presidents h
the same way.
12. Report on negotiations after World War I and analyze the position of the U. S.
determine Wilson's goals and his reasons for compromise.
13. Study the League of Nations and the United Nations and compare them as (1) peac
(2) power structures.

STUDENT LEARNING EXPERIENCES

of Aguinaldo, the Philippine rebel leader, and Sitting Bull, the Indian
ional authority.
ons for authority over foreign policy and governing possessions.
smanship is the science of alternatives, and that statesmen too often have
the bad but between the bad and the less bad." Find applications of this
of Cleveland, McKinley, and Roosevelt.
) the Philippines (2) Hawaii (3) Alaska and (4) Puerto Rico. Determine why
to independence together or why they did not all become states.
entry into the League of Nations. As a corollary activity, analyze the
etermine how a minority can thwart a majority's legislative program.
olicy from 1877-1920, assign a panel discussion of the statement that
st way to peace."
iar Diplomacy". In what way is the source of power different? Evaluate
our democratic ideals and (2) their effectiveness.
r. Determine how the results of the Spanish-American War affected America
a nation can be both a world power and a neutral.
tion on Hawaii and Venezuela by (1) collecting facts on the situations
ing to anti-imperialism, neutrality or imperialism (3) supporting the choice

foreign nations consists of. Select historical situations where
exercised by the U. S. and determine the purpose of our action, the
control the situation. (e.g., Mexico)
Panama and determine why other presidents have not exercised power in

War I and analyze the position of the U. S. in the negotiations to
asons for compromise.
United Nations and compare them as (1) peace-keeping organizations and

UNIT IV AMERICAN FOREIGN RELATIONS, 1865-1920

CONCEPTS	UNDERSTANDINGS
III. What people believe to be true is frequently more important than existing reality in determining their behavior.	1. Newspaper sensationalism focused A and stirred a war fever against Sp 2. Some American expansionism was a r obligation to lead and tutor less- 3. In the campaign for patriotic supp intolerance became an unfortunate 4. A contributing factor to America's an emotional and idealistic decisi for democracy." 5. American Negroes believed they wou the American life and were willing Spanish-American War and World War

UNDERSTANDINGS

sensationalism focused America's attention on Cuba
ed a war fever against Spain.

ican expansionism was a reflection of a belief in an
n to lead and tutor less-developed areas.

mpaign for patriotic support during World War I,
ce became an unfortunate by-product.

uting factor to America's entry into World War I was
nal and idealistic decision "to make the world safe
racy."

Negroes believed they would share in the promises of
can life and were willing to fight and die in the
merican War and World War I.

STUDENT LEARNING EXPERIENCES

1. Compare the incident concerning the sinking of the *U.S.S. Maine* with the se members of an American vessel in the Cuban Civil War of 1868-78. From thes opinion was enraged by one and not the other.
2. Report on the journalistic careers of William Randolph Hearst and Joseph Pu increased newspaper circulation by the means they utilized.
3. Study political cartoons in newspapers and texts to determine how the carto
4. Determine the attitudes and beliefs of an American expansionist who would s burden; you dare not do less."
5. Deduce from William H. Taft's comment "little brown brothers" what his atti were.
6. Investigate American attitudes toward Orientals from the Burlingame Treaty Exclusion Act of 1882, and the Gentlemen's Agreement of 1907. Attempt to se bases for the attitudes.
7. Determine how propaganda aimed at developing patriotism can lead to intolera
8. Analyze World War I patriotic American slogans and music to determine the n
9. From an investigation of British and German propaganda efforts in America f their respective effects on America's entry into war.
10. Read and evaluate Wilson's speech about making the world safe for democracy as Allied troops occupying certain parts of Russia at the end of World War
11. Conduct research on the treatment of German-Americans in World War I, and re thinking replacing good judgement.
12. Compare Stephen Crane's collection of short stories on the Spanish-American *Splendid Little War* by Frank Friedel and Roosevelt's book *The Rough Riders*.
13. For enrichment, have students select from:

Erich Remarque	*All Quiet on the Western Front*
John Dos Passos	*Three Soldiers*
Ford Madox Ford	*Some Do Not*
	No More Parades
	A Man Could Stand Up

to report on World War I and participate in a panel discussing the novels in "making the world safe for democracy" and a "war to end wars".

14. Report on American Negro participation in the Spanish-American War and World 150-151, 162, 167-169 in *The American Negro* by Logan and Cohen.)

STUDENT LEARNING EXPERIENCES

erning the sinking of the U.S.S. Maine with the seizure and execution of 53 crew
ssel in the Cuban Civil War of 1868-78. From these activities determine why public
e and not the other.
c careers of William Randolph Hearst and Joseph Pulitzer. Evaluate their end of
lation by the means they utilized.
in newspapers and texts to determine how the cartoonist tries to affect the reader.
nd beliefs of an American expansionist who would say "Take up the white man's
ess."
ft's comment "little brown brothers" what his attitudes and beliefs toward Filipinos

tudes toward Orientals from the Burlingame Treaty of 1868, through the Chinese
the Gentlemen's Agreement of 1907. Attempt to separate emotional and rational

aimed at developing patriotism can lead to intolerance and hysteria.
otic American slogans and music to determine the nature of the appeal.
ritish and German propaganda efforts in America from 1914 to 1917, determine
on America's entry into war.
s speech about making the world safe for democracy in the light of such incidents
g certain parts of Russia at the end of World War I.
reatment of German-Americans in World War I, and report on cases of emotional
udgement.
ollection of short stories on the Spanish-American War in Wounds in the Rain with
ank Friedel and Roosevelt's book The Rough Riders.
ents select from:

All Quiet on the Western Front
Three Soldiers
Some Do Not
No More Parades
A Man Could Stand Up

and participate in a panel discussing the novels in the light of Wilson's comment
democracy" and a "war to end wars".
participation in the Spanish-American War and World War I. (Materials - Pages
The American Negro by Logan and Cohen.)

CONCEPTS	UNDERSTANDINGS
IV. The causes of history are always multiple and complex.	1. Evolutionary theories supported overs
	2. America's foreign affairs from the cl the 1890's tended to be of less impor
	3. The Open Door Policy was designed to would allow the U.S. to expand in the
	4. America's neutral position was threat early stages of World War I.

UNDERSTANDINGS

ionary theories supported overseas expansion.

a's foreign affairs from the close of the Civil War to
0's tended to be of less importance than domestic affairs.

en Door Policy was designed to establish conditions which
allow the U.S. to expand in the Far East.

a's neutral position was threatened by both sides in the
stages of World War I.

STUDENT LEARNING EXPERIENCES

1. Examine the basis and interrelationship of the causes of the imperialism o
   economics, defense, manifest destiny, evolutionary theories applied to soc
2. Present the pros and cons of Alaskan and Hawaiian acquisition. Analyze th
   tive elements in each case.
3. Study the major issues in presidential elections from 1868-1916. Decide o
   issues in each election and summarize the value of domestic and foreign is
4. Examine the Open Door Policy and the territorial integrity policy toward C
   objectives of each policy and the amount of W. S. support. Determine how
   Examine the Russo-Japanese War in light of these policies to determine if
5. Just before the Civil War, a German philosopher said that in the future on
   conceivable: (1) Asia and Europe against N. America, (2) N. America and A
   America and Europe against Asia. Discuss these three combinations in the
   1920, and the present.
6. Study the competing alliances in Europe in 1914 to evaluate the wisdom of
   Determine how Sweden and Switzerland have been able to maintain neutrality
7. Compare Wilson's statement "There is such a thing as a man being too proud
   right that it does not need to convince others by force that it is right,"
   to war.

STUDENT LEARNING EXPERIENCES

ationship of the causes of the imperialism of the 1890's using such things as
estiny, evolutionary theories applied to society, sea power.
laskan and Hawaiian acquisition. Analyze the position of liberal and conserva-

idential elections from 1868-1916. Decide on the order of importance of the
mmarize the value of domestic and foreign issues.
nd the territorial integrity policy toward China in 1900. Establish the
the amount of W. S. support. Determine how much protection China obtained.
in light of these policies to determine if American objectives were implemented.
erman philosopher said that in the future only three political combinations are
ope against N. America, (2) N. America and Asia against Europe, and (3) N.
a. Discuss these three combinations in the light of conditions in 1870, 1900,

in Europe in 1914 to evaluate the wisdom of America's position of neutrality.
erland have been able to maintain neutrality.
ere is such a thing as a man being too proud to fight and a nation being so
convince others by force that it is right," and the fact that the U.S. did go

LANGUAGE ARTS CORRELATION

Approach

In this unit on foreign relations a good correlation would be a semantic approach to language as used in our foreign dealings.

Sources

1. Blumenthal and others, The English Language 9, Chapter 10.

Student Activities

1. Students prepare a newspaper for the period of either the Spanish-American War or World War I.
2. Give students opportunities to slant news by justifying or criticizing American participation in wars of the era from 1865-1920.
3. Using current newspapers, analyze the slanting of news regarding our Viet Nam effort.
4. Students write editorials, justifying or criticizing our war effort in 1898, 1917, 1964.
5. Evaluate political speeches of this period for connotative and denotative meanings.
6. Read a list of words to which students listen and indicate reactions by category: good, neutral, bad. Use such terms as: Hun, pro-German, Heine, cheap politician, yellow press, muckraker, "making the world safe for democracy," "unrestricted submarine warfare," "he kept us out of war."
7. Evaluate slogans and songs affecting foreign policy, such as "Lafayette, We Are Here" and "Remember the Maine", "Make the World Safe for Democracy", "Can the Kaiser", "Over There", "It's a Grand Old Flag" to determine their use as propaganda.
8. Locate dictionary meanings of words and compare to emotional connotations.
9. Explain why novels like All Quiet on the Western Front and Uncle Tom's Cabin were more effective than actual account reporting in swaying public opinion. Give examples.
10. The rapidity and diversity of news coverage resulting from technological advances has created not only the problem of assimilating vast amounts of information, but also has heightened the difficulty of being able to discriminate between the significant and the inconsequential, the objective and the biased, the honest and the fraudulent. As

SKI

1. Critica
2. Understa
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3. Detectio
4. Writing
5. Recogni
6. Composit
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-1920

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foreign dealings.

ge 9, Chapter 10.

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the Kaiser", "Over
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discriminate
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audulent. As

SKILLS TO BE DEVELOPED

1. Critical reading.
2. Understand denotative and connotative meanings.
3. Detection of emotional speech.
4. Writing editorials and newswriting.
5. Recognizing propaganda techniques.
6. Composition and exposition and narrative.
7. Use of dictionary references.

Student Activities (continued)

an assignment in critical thinking the following depth opportunity is suggested:
Assign each student to one of the following news areas - agriculture, labor, or industry. Material is to be collected on note cards for one week from television, radio, newspapers, and magazines. Class time should be reserved for discussion of these findings. After discussion is completed, the teacher should collect from each student a list of programs and articles used and the research material.

Questions to be used in class discussion:

1. Did you find the reporting factual or biased?
2. Give specific examples of propaganda techniques used.
3. What major goals were reflected in what you read or heard?
4. What opposition to, or support for, these goals did you note?
5. What attitude toward agriculture, labor, or industry in your past resulted from exposure to this information?

Note: Propaganda Techniques

1. Band wagon: "Everybody's doing it"
2. Testimonial: "Sandy Koufax wears our sports shirts"
3. Plain folks: "Howdy, neighbors. It's a real pleasure to have a chance to talk to you folks."
4. Snob appeal: Exclusive creation by Christian Dior
5. Name calling: "Reactionary", "Radical"
6. Glittering generalities: "eternal truths", "Glorious birthright"
7. Transfer: using the flag or a picture of Uncle Sam on a poster to induce the transfer of feeling of loyalty to whatever the poster is advertising
8. Scientific slant: "Tested under clinical conditions"
9. Card stacking: using half-truths which cannot be denied or whole truths which have no connection with the point under discussion
    a. Twisting or distorting facts
    b. Selective omission
    c. Incomplete quotations

AN ILLUSTRATIVE LESSON PLAN TO BE USED WITH UNIT IV OF GUIDE

UNIT IV

WORLD WAR I

Introductory Statement

Following a "war to end all wars", a war "to make the world safe for democracy", a war t
States into a position of world leadership, the United States lapsed into what Warren G.
"normalcy". At its worst this was a period of smug complacency, extreme nationalism and
of the flapper, the raccoon coat, bigotry, intolerance, and corruption. At best, the Gol
of transition marked with the usual characteristics of tension and contradictions. Will
this was "the first serious attempt of the Americans to make their peace with the 20th c

The early years of the twentieth century witnessed the death of rural America and the gr
stronger government, the end of laissez-faire, the decline of individualism, the responsi
and a collapse of religious sanctions.

It also became increasingly evident that the concept of democracy would have to change.
capitalism and eighteenth century political theory were not compatible. Adjustments to f
industrial urban society had to be made.

America of the Golden Twenties did not succeed in this effort. As there is still much r
we are currently making, the failure should not surprise us. In reality, after more tha
are still attempting "to make their peace with the twentieth century".

STUDY SHEET WORLD WAR I

BACKGROUND CAUSES
1. Economic rivalry
2. Nationalism
3. Imperialism
4. Large standing armies
5. Entangling alliances

IMMEDIATE CAUSES
1. Assassination of Arc
2. Declaration of war o
   Hungary

THE CHAIN OF EVENTS

Assassination of Ferdinand	June 28, 1914
Austria declares war on Serbia	July 28
Russia mobilizes army (Tantamount to declaring war on Austria-Hungary)	July 29
Germany declares war on Russia	August 1
Germany declares war on France	August 3
England declares war on Germany	August 4

E LESSON PLAN TO BE USED WITH UNIT IV OF GUIDE

UNIT IV

WORLD WAR I

"to make the world safe for democracy", a war that thrust the United
p, the United States lapsed into what Warren G. Harding referred to as
od of smug complacency, extreme nationalism and isolationism - a period
, intolerance,and corruption. At best, the Golden Twenties was a period
cteristics of tension and contradictions. William Leuchtenburg states that
e Americans to make their peace with the 20th century".

witnessed the death of rural America and the growth of urbanization,
ire, the decline of individualism, the responsibility of world leadership,

the concept of democracy would have to change. Twentieth century
al theory were not compatible. Adjustments to fit the needs of an

cceed in this effort. As there is still much reaction to the efforts
ld not surprise us. In reality, after more than half a century, Americans
with the twentieth century".

STUDY SHEET WORLD WAR I

IMMEDIATE CAUSES

1. Assassination of Archduke Ferdinand
2. Declaration of war on Serbia by Austria-Hungary

June 28, 1914
July 28
July 29
ia-Hungary)
August 1
August 3
August 4

AN ILLUSTRATIVE LESSON PLAN (continued)

TRIPLE ALLIANCE - Germany
Austria-Hungary
Italy

TRIPLE ENTENTE - Fra
Engl
Russ

THE CENTRAL POWERS - Austria-Hungary
Germany
Turkey 1915
Bulgaria 1915

Total of 4

THE ALLIES - France
Russia
England
Japan
Italy 19
Rumania
Portugal
Greece 1
United S

Total of 23

All of Europe eventually entered the war except Denmark, Sweden, Norway, Holland,
countries remained neutral.

WHY THE UNITED STATES ENTERED THE WAR

1. British propaganda (remarkably effective)
2. German propaganda (stupid, inept,and general ineffectual
3. Sabotage (attributed to the Germans)
4. Economic interest in an Allied victory
5. Demand of the people to build up our army and navy, which led to the creat

DIRECT CAUSES

1. Unrestricted submarine warfare
2. The Zimmerman note
3. Outbreak of the Russian Revolution
4. To make the world safe for democracy

THE RESULTS

1. The United States emerged as the world's leading power.
2. Many territorial changes in Europe.
3. Formation of the League of Nations.
4. Seeds were sown for Hitler, Mussolini,and World War II.
5. Great loss of life and property.

TRIPLE ENTENTE - France
England
Russia

THE ALLIES - France
Russia
England
Japan
Italy 1915
Rumania 1916
Portugal 1916
Greece 1916
United States 1917 and others
Total of 23

Denmark, Sweden, Norway, Holland, Switzerland and Spain. These

)
eral ineffectual

y and navy, which led to the creation of a war psychology.

leading power.

d World War II.

AN ILLUSTRATIVE LESSON PLAN (continued)

ASSIGNMENT #1

Objectives:

1. to gain an understanding of the background causes of World War I
2. to realize that the assassination of the Archduke Ferdinand was only the immediate e as a pretext for war
3. to consider the chain of events leading to the outbreak of hostilities and whether o might have been broken

Reading Assignment:

The United States Since 1865 - pp. 265-300
The Adventures of the American People - pp. 517-520
The Making of a World Power - pp. 127-129
One Nation Indivisible - pp. 450-470

Parallel Reading:

Our World History
Chapter 23 - Germany and Italy Become Nations - pp. 453-476
Chapter 35 - Imperialism Penetrates Africa, Asia and South America - pp. 554-574
Chapter 36 - Science and Industry Are Used to Fight World War I - pp. 476-530

Study Questions:

1. What was the relationship of the Franco-Prussian War and World War I?
2. What were the background causes of World War I? Be able to discuss each of these cau
3. What country was a member of both the Triple Alliance and the Allies? Explain how th
4. What social progress was made in Europe from the French Revolution to 1914? What ar downs in social reform that lead to open hostilities in 1914?

Vocabulary:

belligerent
entente
protectionist
war of attrition

Special Instructions: Map exercise - Europe in 1914 - Include the following:

Political:
All countries
The Triple Alliance
The Triple Entente
Rome
Paris
London
St. Petersburg
Vienna
Serajevo
Constantinople (Istanbul)
Lisbon
Madrid
Berlin
Antwerp
Budapest

Physical: Mountains - Pyrenees, Alps, Carpathian and Caucasus
Rivers - Thomas, Rhine, Po, Elbe, Seine, Danube and Loire
All oceans and seas shown on map

ASSIGNMENT #1

ound causes of World War I
he Archduke Ferdinand was only the immediate event that was used

g to the outbreak of hostilities and whether or not this "chain"

)
. 517-520

Nations - pp. 453-476
rica, Asia and South America - pp. 554-574
Used to Fight World War I - pp. 476-530

co-Prussian War and World War I?
ld War I? Be able to discuss each of these causes.
Triple Alliance and the Allies? Explain how this came about.
e from the French Revolution to 1914? What are some of the break-
en hostilities in 1914?

n 1914 - Include the following:

ersburg
p
tinople (Istanbul)

Lisbon
Madrid
Berlin
Antwerp
Budapest

ian and Caucasus
eine, Danube and Loire

215A

AN ILLUSTRATIVE LESSON PLAN (continued)

Map exercise: Europe 1920 - Show changes of boundaries as a result of the Treaty of V

Depth Opportunities:

1. People who lived during the First World War may have interesting information for t invited guests or through taped interviews played for the class. The local Americ assist in locating men who served in the war. Student interviewers should careful and clear them in advance with the instructor.

2. Small Group Topics:
   a. Balance of Power as a Basis for World Peace
   b. Propaganda in World War I
   c. Paperback - All Quiet on the Western Front

3. Class Presentation - Individual students are to represent the members of the Tripl Triple Entente. Each student is to pick a nation and explain why his country ente of each presentation must be approved by instructor.

ASSIGNMENT #2

Objectives:
1. to understand the effect of the war upon a neutral United States
2. to gain an understanding of the stand taken by the United States government in rela
3. to compare the "balance of power" theory with the theory of a world peace organizat
4. to briefly examine the course of the war to 1917

Reading Assignment:

The Adventures of the American People - pp. 520-527
American Diplomacy - Chapter IV, pp. 50-65

Parallel Reading:

The Development of America - Chapter 32, pp. 615-625
The World's History - Chapter 36, Science and Industry to Fight War, pp. 562-568

Study Questions:
1. Reread the excerpt from All Quiet on the Western Front and explain the basic messag
2. What does Mr. Kennan consider to be the real basis for public opinion?
3. What were the terms upon which the Allies and Germans would have been willing to st
4. Why did it seem so important to the United States, in 1915-16, that England should
5. Explain the statement "Considerations of the power balance argues against total vic

Vocabulary:

balance of power
chauvinistic
conciliator
contraband
debility
"elan vital"
hyphenate vote
noncombatant
rationale
ultimatum
vulnerable

N (continued)

1920 - Show changes of boundaries as a result of the Treaty of Versailles

uring the First World War may have interesting information for the class, either as
through taped interviews played for the class. The local American Legion Post might
men who served in the war. Student interviewers should carefully prepare their questions
advance with the instructor.

:
er as a Basis for World Peace
World War I
l Quiet on the Western Front

- Individual students are to represent the members of the Triple Alliance and the
ach student is to pick a nation and explain why his country entered the war. Content
on must be approved by instructor.

ASSIGNMENT #2

ffect of the war upon a neutral United States
nding of the stand taken by the United States government in relation to the war
ance of power" theory with the theory of a world peace organization
the course of the war to 1917

merican People - pp. 520-527
apter IV, pp. 50-65

ica - Chapter 32, pp. 615-625
hapter 36, Science and Industry to Fight War, pp. 562-568

from All Quiet on the Western Front and explain the basic message of the young soldier.
n consider to be the real basis for public opinion?
upon which the Allies and Germans would have been willing to stop hostilities in 1916?
important to the United States, in 1915-16, that England should be victorious?
nt "Considerations of the power balance argues against total victory".

contraband
debility
"elan vital"
hyphenate vote
noncombatant
rationale
ultimatum
vulnerable

AN ILLUSTRATIVE LESSON PLAN (continued)

Depth Opportunities:

1. The American Economy: 1914-1920
    a. Construct graphs to indicate the following:
        Taxation Foreign trade
        G.N.P. Unemployment
    b. Write a brief essay indicating an understanding of your graphs.

2. Check various source books for four or five of President Wilson's wa
    that seem to you to be the most significant. Print them on a poster
    discuss your choices.

ASSIGNMENT #3

Objectives:

1. to determine the causes of America's entry into World War I
2. to understand the part played in the war by the United States
3. to recognize the need for a well organized and responsive "home fron

Reading Assignment:

The Adventures of the American People - pp. 528-533
The Making of a World Power - pp. 129-157

Study Questions:

1. Explain Pershing's statement, "Lafayette, we are here".
2. Compare the "home front's" and the "front line's" reaction to the Ar
3. What events in Sargeant Spencer's letter affected you the greatest?
4. In President Wilson's War Message, what reference did he make to Eng.
5. Assuming you were a member of the Rainbow Division, which part of th
    the most memorable?

Vocabulary:
anarchist
atrophy
Hooverized meals
kaiser
kamerad
pell-mell

Depth Opportunities:

1. Small Group Discussions
    a. Upon what nation may the responsibility for World War I be placed
    b. The United States had as much cause for going to war against Grea
2. Map exercise - On an outline map of Europe indicate the following: m
    the battlefields and major battles of the war, the battles in which t

ued)

-1920
icate the following:
trade
yment
icating an understanding of your graphs.

for four or five of President Wilson's wartime speeches. Note ten phrases
most significant. Print them on a poster for class display. Be prepared to

ASSIGNMENT #3

America's entry into World War I
ed in the war by the United States
well organized and responsive "home front" in the waging of war

People - pp. 528-533
p. 129-157

t, "Lafayette, we are here".
and the "front line's" reaction to the Armistice.
ncer's letter affected you the greatest?
essage, what reference did he make to English violations of our neutrality?
of the Rainbow Division, which part of the crossing would you think to be

kaiser
kamerad
pell-mell

e responsibility for World War I be placed?
s much cause for going to war against Great Britain as against Germany.
map of Europe indicate the following: major physical and political features,
battles of the war, the battles in which the United States troops participated.

AN ILLUSTRATIVE LESSON PLAN (continued)

ASSIGNMENT #4

Objectives:

1. to investigate the failure of "the war to end all wars" in establishing lasting wor
2. to explore the "American Scene" in the year 1919
3. to gain an understanding of the factors which led to the movement away from idealis "normalcy".

Reading Assignment:

The Adventures of the American People - pp. 535-538
The Making of a World Power - pp. 157-164
Only Yesterday - pp. 1-37

Parallel Reading:

Our World's History - pp. 570-572
The Development of America - pp. 633-636

Study Questions:

1. "Do You Know the Basic Facts?", pp. 538, Questions 1-11.
2. What was the IWW? What reasons would a public official of 1919 have for denouncing scourge of the times"?
3. Wilson stated that if the United States did not come to the aid of mankind by endor Nations and the work of the Paris Peace Conference, "the heart of the world would b the only heart that was broken was his own. Explain.
4. Explain this statement: The United States was governed by a regency during much of
5. Contrast the impression you received from reading Tumulty's and Allen's accounts of of 1919.

Depth Opportunities:

1. Small Group or Individual Exploration Topics:
   a. Compare the League of Nations and the United Nations. In your comparison be su tion, membership, United States' attitude, and their relative effectiveness.
   b. Compare the foreign policy of Woodrow Wilson with that of Franklin Roosevelt. D their Latin American policies as well as their policies relating to the world w

2. For the Embryo Artist: Develop and illustrate cartoons showing two of the followin
   a. The "Big Four" at the Paris Peace Conference
   b. The attitude of Henry Cabot Lodge toward President Wilson
   c. The change in attitude of the American people from war time idealism to peace t

3. For the Musically Inclined: Obtain sheet music and/or recordings of World War I so 20 minute tape for class presentation. Before taping, clear all selections and use instructor.

4. Why didn't the United States join the League of Nations?

ASSIGNMENT #4

of "the war to end all wars" in establishing lasting world peace
ene" in the year 1919
the factors which led to the movement away from idealism and the return to

People - pp. 535-538
p. 157-164

72
. 633-636

s?", pp. 538, Questions 1-11.
sons would a public official of 1919 have for denouncing the IWW as "the

nited States did not come to the aid of mankind by endorsing the League of
Paris Peace Conference, "the heart of the world would be broken". In reality
ken was his own. Explain.
e United States was governed by a regency during much of the period 1919-1921.
received from reading Tumulty's and Allen's accounts of Wilson's western tour

xploration Topics:
ations and the United Nations. In your comparison be sure to discuss organiza-
d States' attitude, and their relative effectiveness.
icy of Woodrow Wilson with that of Franklin Roosevelt. Do not fail to consider
licies as well as their policies relating to the world wars.

elop and illustrate cartoons showing two of the following:
aris Peace Conference
abot Lodge toward President Wilson
of the American people from war time idealism to peace time "normalcy".

Obtain sheet music and/or recordings of World War I songs and prepare a 15 or
esentation. Before taping, clear all selections and use of amateur talent with

join the League of Nations?

INSTRUCTIONAL MATERIALS

1. Supplementary Reading (References)

Bailey, Thomas A., *A Diplomatic History of the American People*
Barck, Oscar and Blake, Nelson, *Since 1900*
Commager, H. and Nevins, Allan, *The Heritage of America*
Kennan, George F., *American Diplomacy, 1900-1950*
Perkins, Dexter, *Hands Off; A History of the Monroe Doctrine*
Sprout, Harold and Sproud, Margaret, *The Rise of American Naval Power, 1763-1918*

(Special References)

Bemis, Samuel Flagg, *Latin American Policy of the United States*
Considine, Robert B., *The Panama Canal*
Dunne, Finley P., *Mr. Dooley at His Best*
Leech, Margaret, *In the Days of McKinley*
Lord, Walter, *The Good Years, 1900-1914*
West, Richard S., *Admirals of the American Empire*

2. Transparencies

Keuffel and Esser, *U.S. History*

3. Filmstrips

McGraw Hill-American History Series (School libraries)
The Turn of the Century
World War I
Panama Canal

4. Films

F-643 *Tur*
F-640 *End*

5199 *Wor*
5200 *Wor*
3772 *Woo*

5. Recor

America's

the American

ge of America
0-1950
he Monroe

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ces)

of the

Empire

l libraries)

INSTRUCTIONAL MATERIALS

4. Films (Madison I.M.C.)

F-643 Turn of the Century - 20th Century America 1898-1914
F-640 End of Innocence - World War I (1914-1920)

(B.A.V.I.)

5199 World War I - War Years 14 min.
5200 World War I - Building the Peace 11 min.
3772 Woodrow Wilson, Spokesman for Tomorrow 27 min.

5. Records (Madison I.M.C.)

America's First World War

ADDITIONAL REFERENCES CONCERNING NEGROES IN AMERICAN HISTORY: UNIT IV

(All of these references may not be available in any one school library. It is suggested that the school librarian be requested to develop a bibliography of materials available which are appropriate to the unit.)

REFERENCES

Bontemps, Arna, *Story of the Negro*. New York: Knopf, 1958. Pages 192-193 on World War I.

Bowen, David, *The Struggle Within*. New York: Norton, 1965. Pages 118-119 on World War I.

Davis, John P., *The American Negro Reference Book. Englewood Cliffs, N. J: Prentice-Hall, 1965.* Pages 63-64 on World War I, 614-615 on Spanish-American War, 616-624 on World War I.

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EVALUATION FOR UNIT IV
(Sample Questions)

LEVEL I	LEVEL II
Describes, defines, makes an analogy, identifies, or classifies (fact...specific)	Shows relationships among ideas, makes comparisons, recognizes principles
The major purpose for acquiring Pacific Islands was (a) missionary activity, (b) coaling stations, (c) weather stations, (d) cable stations	The action between 1850 and 1890 which demonstrates a change in American attitude toward imperialism is (a) Guano Treaty, (b) Walker Affair, (c) Samoan Crisis, (d) Algeciras Conference
Define the following: (a) imperialism (b) open door (c) dollar diplomacy	What changes in American life caused America to become imperialistic?
The first 20th century attempt at establishing a world wide collective security organization failed because of (a) Russia, (b) Cuba, (c) The U. S., (d) France	What is the best example of collective security: (a) Pan-American Union, (b) Hay-Herran Treaty, (c) Treaty of Paris 1898, (d) League of Nations

VALUATION FOR UNIT IV
(Sample Questions)

LEVEL II	LEVEL III
elationships among ideas, omparisons, recognizes ples	Usually explains, justifies, interprets, or predicts (theory...abstract)
ion between 1850 and 1890 emonstrates a change in n attitude toward imperi- s (a) Guano Treaty, (b) Affair, (c) Samoan Crisis, eciras Conference	Define the term "jingo" as it relates to American imperialism. Give an example of jingoism between 1880 and 1914 to illustrate your definition. For extra credit cite a present day example.
anges in American life America to become imperi- ?	Between 1890 and 1915, the U. S. had developed diplomatic relations with many nations. List 5 nations found in different areas of the world and explain why we established the foreign policy toward each that we did.
the best example of ive security: (a) Pan- n Union, (b) Hay-Herran (c) Treaty of Paris 1898, gue of Nations	Analyze the failure of the U. S. senate to ratify the League in terms of the phrase "The war to end all wars".

UNIT V

A TIME OF PROSPERITY, TRIAL, AND RECOVERY, 1920-1940

UNIT V A TIME OF PROSPERITY, TRIAL, AND RECOVERY, 1920-1940

OVERVIEW

During the 1920's and 1930's there was a combination of extreme optimism and e
decades go hand in hand. This is demonstrated by the fact that the concepts d
to the other as well. They will give the student the view that the crash of 1
two halves of a larger development, rather than the end of one period and the

Many of the developments of the period grew out of societal changes during the
twentieth centuries. The exodus of rural people continued during this era. W
power to the city. This urbanization of the society was manifested by the ext
fashions to all segments of society.

This period also represents a time of heightened activity in economic and soci

COMMENTARY TO THE TEACHER

At this point in time the teacher might well begin to assess the strengths an
utilized in approaching the situations presented to the students. In this uni
those methods which he feels were particularly well received.

The teacher should summarize the evaluative technique used in previous units.
valid and effective techniques and use them in this unit.

This unit might well be used by the teacher as a self-evaluative device to dete
in the use of the concept approach to history, making those alterations in appr

RITY, TRIAL, AND RECOVERY, 1920-1940

's there was a combination of extreme optimism and extreme despair. The two
This is demonstrated by the fact that the concepts developed for one decade apply
y will give the student the view that the crash of 1929 was but a midpoint between
lopment, rather than the end of one period and the beginning of another.

f the period grew out of societal changes during the late nineteenth and early
xodus of rural people continued during this era. With it went the shift of political
rbanization of the society was manifested by the extension of city habits and
f society.

a time of heightened activity in economic and social legislation.

eacher might well begin to assess the strengths and weaknesses of the methods
situations presented to the students. In this unit the teacher should stress
s were particularly well received.

e the evaluative technique used in previous units. He should select the most
ues and use them in this unit.

d by the teacher as a self-evaluative device to determine his effectiveness
pproach to history, making those alterations in approach he deems necessary.

A TIME OF PROSPERITY, TRIAL, AND RECOVERY, 1920-1940

I. An Uneven Prosperity - 1920

  A. Social ills
  B. The farmer
  C. The laboring man
  D. The business man

II. The Crisis

  A. The market collapse
  B. The shrinking economy

III. Recovery

  A. 1st New Deal
  B. 2nd New Deal
  C. War mobilization

IV. Reaction to Aggression

  A. Attempts at collective security
  B. Intervention vs. nonintervention
  C. Reawakening of the will to resist

UNIT V A TIME OF PROSPERITY, TRIAL, AND RECOVERY, 1920-194

CONCEPTS		UNDERSTANDINGS
I. Societies develop laws and sanctions in order to regulate themselves.	1.	The crisis in the American economy durin atmosphere conducive to the passage of
	2.	The depression of the 1930's resulted in change.
	3.	Crime often inspires legislation.
	4.	Legislative action is often initiated to distress.
	5.	Corruption at times leads to investigati
II. Ours is a shrinking world; however, the space and distance is related to the technology of a society.	1.	Technological advances increase the mobi
	2.	Increased mobility has had an integratin society, but there are exceptions such a
	3.	Technological advances increased contact society and the rest of the world.
	4.	Despite America's attempted isolationism technological advances forced her to rem world community.

Y, TRIAL, AND RECOVERY, 1920-194

	UNDERSTANDINGS
tions s.	1. The crisis in the American economy during the 1930's created an atmosphere conducive to the passage of legislation favoring labor. 2. The depression of the 1930's resulted in an attitude favorable to change. 3. Crime often inspires legislation. 4. Legislative action is often initiated to stimulate an economy in distress. 5. Corruption at times leads to investigation.
ver, ted	1. Technological advances increase the mobility of a society. 2. Increased mobility has had an integrating effect on American society, but there are exceptions such as the Negro. 3. Technological advances increased contact between American society and the rest of the world. 4. Despite America's attempted isolationism during this period technological advances forced her to remain a part of the world community.

STUDENT LEARNING EXPERIENCES

1. Students trace labor legislation passed during the early Thirties. Compare the provisions
   with the previous legislation passed and the laws regulating business and used against labo
2. Students hold a panel discussion based on the effects of the Social Security Act on America
3. Study the development of Federal law enforcement. Have students cite reasons for its growt
   20's and 30's. Investigate the fight for federal laws in the area of civil rights. (Mater
   174, 192-199 in The American Negro by Logan and Cohen.)
4. Study the laws passed regulating business and agriculture during the early Depression. Cit
   those laws passed have withstood the test of time and which have been rejected. Cite reaso
5. In spite of general public indifference to government, why was there so much reaction and c
   the Harding scandals?

1. The students should trace the migrations of segments of the population during this period a
   for them (rural to urban, urban to rural). Be sure to include the Negro migrations. (Mate
   169-171, 206-208 in The American Negro by Logan and Cohen, Pages 100-102 in The Negro in Am
   Wade.)
2. Have students trace the development of aviation during this period to show its utilization
   transportation.
3. Have students study the growth of communication systems during the period indicating how th
   Americans aware of world happenings.
4. Have students contrast the awareness of Americans of the Boxer Rebellion with the Japanese
   Manchuria in 1931.
5. Study America's involvement in world problems during this period. Cite success; cite failu
   the reasons behind the success and failure.
6. Debate the proposition: Resolved: The failure of the world to achieve a viable world orga
   assure collective security after World War I resulted in the conflict of World War II.
7. Contrast urban and rural life in 1870 and 1940. Do this for the Negro and the white. (Mate
   Pages 140-143, 169-171, 181, 188-189 in The American Negro by Logan and Cohen, pages 67-76,
   The Negro in America by Cuban.
8. Have students examine attempts at collective security. Assign the role played by the Unite
   the success or failure of each attempt.

STUDENT LEARNING EXPERIENCES

passed during the early Thirties. Compare the provisions of these laws
ssed and the laws regulating business and used against labor.
based on the effects of the Social Security Act on American society.
law enforcement. Have students cite reasons for its growth during the
fight for federal laws in the area of civil rights. (Materials - Pages
ro by Logan and Cohen.)
business and agriculture during the early Depression. Cite which of
the test of time and which have been rejected. Cite reasons for each.
ference to government, why was there so much reaction and concern about

rations of segments of the population during this period and give reasons
o rural). Be sure to include the Negro migrations. (Materials - Pages
Negro by Logan and Cohen, Pages 100-102 in The Negro in American Life by

nt of aviation during this period to show its utilization as a means of

communication systems during the period indicating how this kept
ngs.
ness of Americans of the Boxer Rebellion with the Japanese attack on

orld problems during this period. Cite success; cite failure. State
nd failure.
d: The failure of the world to achieve a viable world organization to
World War I resulted in the conflict of World War II.
1870 and 1940. Do this for the Negro and the white. (Materials -
-189 in The American Negro by Logan and Cohen, pages 67-76, 104-105 in

t collective security. Assign the role played by the United States in
ttempt.

CONCEPTS	UNDERSTANDINGS
III. Historical leadership results from the interplay of events and personalities.	1. Political leaders must underst 2. Political corruption is often leadership. 3. A leader may be blamed for a s his leadership, and conversely situations in which he fails t 4. In order to be effective a lea accept the responsibilities of 5. Disagreement within the labor this period.
IV. The rate of social change is in part dependent upon the strength of prevailing customs and beliefs.	1. Appeals to morality and patrio change and to resist social ch 2. Release from wartime tensions social pressures on individual 3. The public often reacts unfavo morality. 4. Mass communication helped to he culture. 5. Economic fluctuations often hav 6. Advances in knowledge are ofte 7. The masses of Negroes did not m because of prevailing customs a

UNDERSTANDINGS

esults from
and person-

1. Political leaders must understand the attitudes of the people.
2. Political corruption is often the result of weak political leadership.
3. A leader may be blamed for a situation that is not the result of his leadership, and conversely, often should be blamed for situations in which he fails to exert leadership.
4. In order to be effective a leader must fully understand and accept the responsibilities of leadership.
5. Disagreement within the labor hierarchy split the movement during this period.

e is in
strength
d beliefs.

1. Appeals to morality and patriotism are used both to cause social change and to resist social change.
2. Release from wartime tensions often results in a relaxation in social pressures on individual behavior.
3. The public often reacts unfavorably to attempts to legislate morality.
4. Mass communication helped to heighten the movement to a common culture.
5. Economic fluctuations often have an effect on social institutions.
6. Advances in knowledge are often accepted reluctantly by society.
7. The masses of Negroes did not make significant social progress because of prevailing customs and beliefs.

STUDENT LEARNING EXPERIENCES

1. Students explore the programs undertaken by F.D.R. during the first 100 days. Se
   understanding of popular attitudes, including the attitudes of leading Negroes. (
   in The American Negro by Logan and Cohen, pages 60-86 in The New Deal by Davis, pa
   America's Past by Bowes.)
2. Students study the scandals of the Harding administration and at the same time ev
3. Have students study Hoover's efforts to prevent the Depression in terms of proposa
   and programs instituted.
4. Have a small group of students develop the criteria for leadership, then evaluate:
   Calvin Coolidge, Herbert Hoover, Franklin D. Roosevelt. Evaluate in terms of thei
   leadership. Seek information to indicate the extent and quality of leadership in
   welfare. (Material - Pages 184-199 in The American Negro by Logan and Cohen.)
5. Discover conflicts that evolved in the labor movement during this period and their
   Explain what effect these conflicts had on labor in America. Explain any changes
   the labor movement. (Materials - Pages 180, 190-192 in The American Negro by Loga
6. Students prepare a debate supporting the contentions of the A.F. of L. and the C.I
   as mediators to attempt to resolve the conflict. Debate the following resolution:
   the prerogatives of individuals.
7. A debate could be held on the merits of the Roosevelt approach vs. the merits of t
   the Depression.

1. Explain which factors were instrumental in the passage of the Volstead Act and the
   U. S. Constitution.
2. Study the changes in behavior of the American woman during the 1920's. Show evide
   the period. Contrast this with behavior of previous decades.
3. Prepare an oral report stating the attitude of the public during the 1920's regardi
   on what this indicates about legislating morality.
4. Study the enforcement of Prohibition. Discover handicaps to its enforcement. As
   a program of air-tight enforcement.
5. Trace the rise of syndicated crime during the period. Ascertain prohibition legis
   crime rate in America.
6. Study the development of radio, newspapers, magazines, and films during this perio
   affected American social behavior.
7. Have certain students read Cannery Row by John Steinbeck. Analyze how unemployment
   the major characters.
8. Show how the Scopes Trial illustrates a lag between the development of scientific
   as expressed in social institutions.

STUDENT LEARNING EXPERIENCES

undertaken by F.D.R. during the first 100 days. See if these reflect F.D.R.'s
tudes, including the attitudes of leading Negroes. (Materials - Pages 184-199
n and Cohen, pages 60-86 in The New Deal by Davis, pages 436-441 in Avenues to

f the Harding administration and at the same time evaluate his leadership.
efforts to prevent the Depression in terms of proposals, legislation passed,

s develop the criteria for leadership, then evaluate: Warren G. Harding,
er, Franklin D. Roosevelt. Evaluate in terms of their willingness to accept
to indicate the extent and quality of leadership in the areas effecting Negro
84-199 in The American Negro by Logan and Cohen.)
ed in the labor movement during this period and their causes. List the leaders.
flicts had on labor in America. Explain any changes in the Negro's position in
ls - Pages 180, 190-192 in The American Negro by Logan and Cohen.)
porting the contentions of the A.F. of L. and the C.I.O. Have the class act
solve the conflict. Debate the following resolution: Industrial unions usurp
ls.
merits of the Roosevelt approach vs. the merits of the Hoover approach to

strumental in the passage of the Volstead Act and the XVIII Amendment to the

of the American woman during the 1920's. Show evidence of change during
th behavior of previous decades.
g the attitude of the public during the 1920's regarding prohibition. Comment
legislating morality.
ibition. Discover handicaps to its enforcement. As a Treasury agent, set up
ement.
crime during the period. Ascertain prohibition legislation's effect on the

o, newspapers, magazines, and films during this period. Explain how they
vior.
nnery Row by John Steinbeck. Analyze how unemployment affected the lives of

ustrates a lag between the development of scientific theory and accepted mores
utions.

CONCEPTS	UNDERSTANDINGS
IV. The rate of social change is in part dependent upon the strength of prevailing customs and beliefs. (continued)	
V. Economic systems have a marked influence on a society's political and social institutions. Conversely, political and social institutions influence economic systems.	1. Governmental programs developed effort to reactivate a paralyze 2. The Supreme Court, during the e of the initial political progra 3. Economic good times, as in the available consumer credit. 4. The inability of the farmer to situation resulted in a farm de general depression.
VI. It has been typical of society for one segment to relegate another to a less prestigious position.	1. Labeling is a technique sometim of society to a less prestigiou 2. Restrictions on immigration dur reflected labor's fear of compe elements. 3. Lynching, segregation, and disc used to restrict the opportunit

TY, TRIAL, AND RECOVERY, 1920-1940

UNDERSTANDINGS

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1. Governmental programs developed, during the Depression, in an effort to reactivate a paralyzed economy.

2. The Supreme Court, during the early Depression, rejected many of the initial political programs.

3. Economic good times, as in the 1920's, accompany a rise in available consumer credit.

4. The inability of the farmer to adjust to a changed market situation resulted in a farm depression which preceded the general depression.

y

1. Labeling is a technique sometimes used to relegate one segment of society to a less prestigious position.

2. Restrictions on immigration during the 20's and 30's in part reflected labor's fear of competition from foreigners and radical elements.

3. Lynching, segregation, and discrimination were some of the methods used to restrict the opportunities of the Negro.

STUDENT LEARNING EXPERIENCES

9. Study the attempts of Negroes for significant social change and record instances o and failures. (Materials - Pages 173-180, 187-199 in The American Negro by Logan The Negro in America by Cuban, pages 125-137 in The Negro in American Life by Wade, and Politics in America by Rositer.)
10. Search for evidence of the reasons why society resisted attempts of Negroes to imp society. (Materials - Pages 172-173, 176, 181, 186, 194 in The American Negro by 76, 98-107, 108-118 in The Negro in America by Cuban, pages 116-137 in The Negro i pages 525-535, 554-555 in This Was America by Handlin.)

1. Students study the government programs established during this period to determine establishment, the philosophy of recovery they followed, the areas of the economy permanence. (Note instances where the reasons seem to have considered Negro welfa 187-199 in The American Negro by Logan and Cohen, selected references in The New D
2. Students study the Supreme Court decisions reached during this period to determine in these decisions, and the changes in attitudes reflected by the decisions render this entire period.
3. Study the effects of the use of credit on the economy during the 1920's and now.
4. Study speculation by the public during the 1920's. From the study determine wheth healthy or unhealthy for the economy.
5. Study the problems of the farmer during the 1920's and indicate which were resolve unresolved. Examine the effect these unresolved problems had on the Depression in

1. Discuss how the terms "hayseed", "hick", and "sodbuster" relate to the image of the "radical" relate to the image of labor.
2. Read accounts of the Sacco-Vanzetti case. Discuss the accusation that they were e rather than murderers.
3. Study the restrictions (restrictive limitations) on immigration during the period. reasons for these restrictions and give the effect this had on labor's status duri
4. Study materials dealing with lynchings, segregation, and discrimination in differe on the reasonings behind such actions and the actual effect they had on Negroes. (199, 155-157, 167, 172-173, 180-181 in The American Negro by Logan and Cohen, page The Negro in America by Cuban, pages 116-119, 126-129, 129-134 in The Negro in Amer 525-535 in This Was America by Handlin.)

STUDENT LEARNING EXPERIENCES

es for significant social change and record instances of success, partial success,
Pages 173-180, 187-199 in The American Negro by Logan and Cohen, pages 108-118 in
an, pages 125-137 in The Negro in American Life by Wade, pages 99-100 in Parties
Rositer.)
reasons why society resisted attempts of Negroes to improve their position in
s 172-173, 176, 181, 186, 194 in The American Negro by Logan and Cohen, pages 67-
Negro in America by Cuban, pages 116-137 in The Negro in American Life by Wade,
his Was America by Handlin.)

nt programs established during this period to determine: reasons for their
hy of recovery they followed, the areas of the economy affected, and their
s where the reasons seem to have considered Negro welfare.) (Materials - Pages
ro by Logan and Cohen, selected references in The New Deal by Davis.)
Court decisions reached during this period to determine: the attitudes reflected
changes in attitudes reflected by the decisions rendered by the Court during

e of credit on the economy during the 1920's and now. Compare the two.
blic during the 1920's. From the study determine whether or not this was
e economy.
armer during the 1920's and indicate which were resolved and which remained
fect these unresolved problems had on the Depression in a later period.

eed", "hick", and "sodbuster" relate to the image of the farmer and how "red" and
ge of labor.
Vanzetti case. Discuss the accusation that they were executed for being radicals

trictive limitations) on immigration during the period. Through study find the
ons and give the effect this had on labor's status during the period.
h lynchings, segregation, and discrimination in different phases of life. Report
ch actions and the actual effect they had on Negroes. (Materials - Pages 193-
180-181 in The American Negro by Logan and Cohen, pages 67-76, 95-107, 119 in
an, pages 116-119, 126-129, 129-134 in The Negro in American Life by Wade, pages
by Handlin.)

CONCEPTS	UNDERSTANDINGS
VII. Political institutions within a society are subject to either revolutionary or evolutionary change.	1. During the Depression, change o democratic society.
	2. There was no breakdown in the s the Depression.
	3. Economic concerns are often tra periods of economic depression.
	4. During the Depression the feder sibility for public welfare.
	5. The New Deal was an attempt to government regulation.
	6. Movements in a society for chan ring at the same time.
VIII. This is a bountiful earth, but some of its resources are irreplaceable.	1. Abuses of the land during this "Dust Bowl" and resultant human
	2. Improper utilization and misuse found effect on the economy of
	3. Despite the conservation moveme natural resources with little re
	4. Economic disaster often leads t

UNDERSTANDINGS

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ry

1. During the Depression, change occurred within the framework of our democratic society.

2. There was no breakdown in the structure of American society during the Depression.

3. Economic concerns are often translated into political action during periods of economic depression.

4. During the Depression the federal government assumed much responsibility for public welfare.

5. The New Deal was an attempt to protect society through increased government regulation.

6. Movements in a society for change and against change can be occurring at the same time.

but

1. Abuses of the land during this period led to the disaster of the "Dust Bowl" and resultant human misery.

2. Improper utilization and misuse of natural resources had a profound effect on the economy of the 1920's and 1930's.

3. Despite the conservation movement business continued to exploit natural resources with little regard to future problems and needs.

4. Economic disaster often leads to conservation advances.

STUDENT LEARNING EXPERIENCES

1. Compare the social and political conditions of the Soviet Union in 1917 and the U. S.
   a revolution occurred in the Soviet Union and not in the United States.
2. Construct a list of very wealthy families or men in 1920. Do the same for 1940. Have
   the names missing in 1940. Discover reasons for these absences. (Use Amory's Who Kil
3. Study the campaign promises of Harding, Coolidge, and Hoover to see if these represent
   Study Roosevelt's promises in 1932 to see if they represent change. Have another grou
   figures for 1920, 1924, 1928, and 1932. Discover which two presidents won by the larg
   the group explain this in the light of the campaign promises previously presented and
   why the Negroes switched from the Republican Party to the Democratic Party. (Material
   in The American Negro by Logan and Cohen, pages 15-21, 78-81, 84-86 in The New Deal by
   137 in The Negro in American Life by Wade, 130-136 in The Negro in America by Cuban.)
4. Study legislation passed during this period that shows government involvement with pub
   the welfare of many Negroes. Demonstrate whether or not this is a departure from trad
   policy. (Materials - Pages 188-194 in The American Negro by Logan and Cohen, pages 38
   by Davies.)
5. Have students study laws passed during the First Hundred Days. Then have them decide
   show an increase in regulation and protection and if so, how.
6. Demonstrate how radical political movements could be for change and at the same time a
   be leading a movement against change. Use the American Socialist Workers Party and th
   the Garvey "Back to Africa" movement to demonstrate this. (Materials - Pages 174-176
   Negro by Logan and Cohen, pages 125-126 in The Negro in American Life by Wade.)
7. Have a superior student read Babbitt. Describe his life and the goals he has set for
   to the class what Lewis is attacking in Babbitt.

1. Do research on the various causes of the "Dust Bowl".
2. Study the expansion of farming from 1914-1922. Explain how over-production proved har
   and what effect war prosperity had on the farmer and on the land farmed.
3. Present problems created through the destructive exploitation of coal and iron deposit
   and problems that are still being created.
4. Read Wild River. Study the development of the T.V.A. List and comment on problems le
   establishment. Determine why it was accepted and what effect it had on this area.
5. Study the work of the C.C.C. in Wisconsin. Report its contribution to conservation in

STUDENT LEARNING EXPERIENCES

nd political conditions of the Soviet Union in 1917 and the U. S. in 1931. Explain why
d in the Soviet Union and not in the United States.
very wealthy families or men in 1920. Do the same for 1940. Have students discover
1940. Discover reasons for these absences. (Use Amory's *Who Killed Society?*)
romises of Harding, Coolidge,and Hoover to see if these represent governmental change.
omises in 1932 to see if they represent change. Have another group study election
24, 1928, and 1932. Discover which two presidents won by the largest majority. Have
is in the light of the campaign promises previously presented and discussed. Explain
ched from the Republican Party to the Democratic Party. (Materials - Pages 183-186
o by Logan and Cohen, pages 15-21, 78-81, 84-86 in *The New Deal* by Davis, pages 126-
American Life by Wade, 130-136 in *The Negro in America* by Cuban.)
ssed during this period that shows government involvement with public welfare including
Negroes. Demonstrate whether or not this is a departure from traditional government
- Pages 188-194 in *The American Negro* by Logan and Cohen, pages 38-46 in *The New Deal*

laws passed during the First Hundred Days. Then have them decide whether or not they
regulation and protection and if so, how.
cal political movements could be for change and at the same time another group could
t against change. Use the American Socialist Workers Party and the Ku Klux Klan and
Africa" movement to demonstrate this. (Materials - Pages 174-176 in *The American*
ohen, pages 125-126 in *The Negro in American Life* by Wade.)
ent read *Babbitt*. Describe his life and the goals he has set for himself. Explain
wis is attacking in *Babbitt*.

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of farming from 1914-1922. Explain how over-production proved harmful to the farmer
prosperity had on the farmer and on the land farmed.
ated through the destructive exploitation of coal and iron deposits during the period
e still being created.
udy the development of the T.V.A. List and comment on problems leading to its
rmine why it was accepted and what effect it had on this area.
e C.C.C. in Wisconsin. Report its contribution to conservation in Wisconsin.

UNIT V A TIME OF PROSPERITY, TRIAL, AND RECOVERY, 1920-1940

LANGUAGE ARTS CORRELATION

Approach

This unit can be correlated through the use of audiovisual materials. Students should be led to an understanding of this era of radio and movies.

Sources

1. 33-1/3 Records
   - I Can Hear It Now, vol. 1, Columbis Records 4095 (speeches and important events from 1933-1945)
   - Voices of Freedom, Educational Records ES-1 (1901-1950)
   - Literature of World Wars I and II, Educational Record Sales
   - Presidential Inaugural Address, E.R.S. (F.D.R. 1933-1937)
   - Voice of FDR, with Quentin Reynolds, note by Robert Sherwood

2. Films

2626 2627	The Golden Twenties, 2 reels, 20 min., McGraw-Hill, BAVI
41282	The Emergence of the Welfare State, EBF
1855	The River, BAVI (documentary of the Mississippi)

3. Texts

Angle, Paul, The American Reader, pp. 510-574
Commager, H. S., American Heritage, pp. 1108-1132.
Bower, Avenues to America's Past,
  pp. 387-499 Isolation
  pp. 400-409 From Only Yesterday
  pp. 410-419 Great Crash
  pp. 422-441 FDR

COVERY, 1920-1940

iovisual materials.
era of radio and movies.

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SKILLS TO BE DEVELOPED

1. Writing dialogue
2. Dramatics
3. Group presentation
4. Using films and records in presentations

Student Activities

1. By listening to the recordings and watching the films of the 1920's and 1930's, the students can gain material for writing scripts of plays, radio broadcasts, and films. In addition these can be produced by the groups.

2. Dramatizations such as the You Are There series can be used for the events.

DEPTH OPPORTUNITIES

The student should be aware that the cultural and social changes and development the prosperity and industrialism of the period. Since writers and artists often life of their times, the following depth opportunity is suggested in an effort t reactions of figures representative of this period. Students should be selected by using those works which are most illustrative of the point of view of each. might read descriptive, pointed selections from "The Hollow Men" in order to pre T.S. Eliot felt about the age. Other suggested personalities are:

1. Edwin Arlington Robinson
2. Carl Sandburg
3. F. Scott Fitzgerald
4. Sinclair Lewis
5. Sherwood Anderson
6. Ernest Hemingway
7. Eugene O'Neill
8. Pearl Buck
9. George Gershwin
10. John Dewey
11. Thomas Hart Benton
12. Henry Ford
13. Stephen Vincent Bénet
14. Robert Frost
15. James W. Johnson

Social conflict was present during the 1920's even though prosperity and affluen The war experience and resulting social changes intensified tensions and produce perspectives. In order to aid the student's understanding of social change and following topics should be investigated and the conclusions presented to the cla individual reports.

1. Migration of Negro labor to the north
2. The resurgence of the Ku Klux Klan
3. The "Red scare"
4. The popular "standard" of success
5. The new position of women
6. The effects of Prohibition
7. The status of organized labor
8. Public and private morality

In an attempt to develop group discussion techniques, the following exercises are
Each student should be assigned to do research covering these topics:
- Investigate the principal causes of the Great Depression which began in 1
- Investigate the actions taken by the Hoover administration in an attempt economic stagnation.
- Investigate the scandals that developed during the 1920's and analyze pub
- Evaluate Hoover's philosophy and his governmental actions in terms of wh were consistent.
- Decide whether or not, and in what ways, the prosperity of the 1920's was

After completion of research, it is suggested that the teacher should assume in class discussion covering this material. The Socratic method of guiding asking pertinent and challenging questions can result in critical thinking an

DEPTH OPPORTUNITIES

the cultural and social changes and developments of the 1920's reflected
of the period. Since writers and artists often provide a mirror of the
ng depth opportunity is suggested in an effort to point up the ideas and
ive of this period. Students should be selected to personalize these people
ost illustrative of the point of view of each. For example, one student
selections from "The Hollow Men" in order to present a vivid picture of how
Other suggested personalities are:

9. George Gershwin
10. John Dewey
11. Thomas Hart Benton
12. Henry Ford
13. Stephen Vincent Benét
14. Robert Frost
15. James W. Johnson

ng the 1920's even though prosperity and affluence gave tone to the period.
social changes intensified tensions and produced alterations in values and
he student's understanding of social change and the resulting conflict, the
tigated and the conclusions presented to the class either through panels or

to the north
Klux Klan

f success
n
on
labor
ity

iscussion techniques, the following exercises are suggested:
ned to do research covering these topics:
causes of the Great Depression which began in 1929.
aken by the Hoover administration in an attempt to arrest

that developed during the 1920's and analyze public reaction.
phy and his governmental actions in terms of whether or not they

in what ways, the prosperity of the 1920's was a mirage.
it is suggested that the teacher should assume a dominant or guiding role
this material. The Socratic method of guiding the discussion through
ing questions can result in critical thinking and conclusion drawing.

DEPTH OPPORTUNITIES

Since economic change is a fact of life, the student needs to be prepare
and to adapt to the forces of change. To assist the student in acquirin
he should select one of the following topics and gather pertinent inform

List the types of occupations which increased considerably during th
affected the labor union.

Explain why foreign loans or investments to the United States requir
than it imports.

Distinguish between speculation in stocks which provided capital for
speculation of the type which helped bring on the stock market crash

Each student should be encouraged as an individual project to study the
read accounts of corporate organization from economic sources. The stud
obtain shares in large corporations, the purpose of the stock market, an
curb prices, bid prices, highs, lows, bears, and bulls. This depth oppo
for an invitation made by the teacher to a representative from a stock b
how corporations are formed, how stock is sold, how the stock market ope
performed.

As an exercise in developing the ability to abstract and to discriminate
the following outline relative to New Deal legislation:

I. Relief measures
II. Recovery measures
III. Reform measures

Each student should then write a short critique in which he makes a gene
of the New Deal.

To assist the student in the difficult process of analyzing the accuracy
following depth opportunity is suggested: The statement is sometimes ma
stration of Franklin D. Roosevelt was committed to helping "the forgotte
determines the accuracy or the inaccuracy of this assertion.

A committee of students should make a careful study of the subject: Was
Each member should be assigned a chapter or two in The New Deal: Revolu
in American Civilization", Amherst Series. The reports should be present
evaluated.

TRIAL, AND RECOVERY, 1920-1940

DEPTH OPPORTUNITIES

e, the student needs to be prepared to understand, to influence rationally,
To assist the student in acquiring an understanding of economic change,
topics and gather pertinent information which he should relate to the class
n increased considerably during the 1920's and indicate how this shift

tments to the United States required that the United States export more

stocks which provided capital for industrial expansion, and stock
ed bring on the stock market crash of 1929.

n individual project to study the organization of a single corporation or to
n from economic sources. The students should then find out how individuals
he purpose of the stock market,and the meaning of such terms as: buying short,
bears, and bulls. This depth opportunity could be used as student background
to a representative from a stock brokerage firm to speak to the class about
is sold, how the stock market operates, and what economic functions are

y to abstract and to discriminate, the students should be asked to complete
Deal legislation:

critique in which he makes a general appraisal of the successes and failures

process of analyzing the accuracy and relevancy of historical judgment, the
d: The statement is sometimes made by New Deal supporters that the admini-
ommitted to helping "the forgotten American". The student through research
acy of this assertion.

areful study of the subject: Was the New Deal a revolution or an evolution?
er or two in The New Deal: Revolution or Evolution? booklet in "Problems
es. The reports should be presented to the class and the information

DEPTH OPPORTUNITIES

In order to develop such concepts as the business cycle, depression, fiscal and mone
role of government, each student should be assigned one of the following topics whic
to be developed in a short paper. After completion of student research, a class per
representative papers are read and discussed.

1. Explain the function of "investment expenditures". A discussion of this con
   importance, regardless of size, in influencing the ups and downs of the busi
2. Indicate the meaning of "fiscal policy", and explain how government policies
   the economy.
3. Explain why, according to the theory concerning the effect of investment exp
   cycle, a greater role exerted by the Reconstruction Finance Corporation mig
   a greater degree of recovery and depression.
4. Indicate short run and long run results of a high protective tariff on the
   of depression.
5. State factors which help to explain why labor union membership grew so rapid

DEPTH OPPORTUNITIES

as the business cycle, depression, fiscal and monetary policy, and the economic
hould be assigned one of the following topics which relate to economic stability,
After completion of student research, a class period should be set aside in which
d discussed.
investment expenditures". A discussion of this concept should include its
size, in influencing the ups and downs of the business cycle.
fiscal policy", and explain how government policies can slow down or speed up

the theory concerning the effect of investment expenditures on the business
rted by the Reconstruction Finance Corporation might have resulted in
ery and depression.
ng run results of a high protective tariff on the economy during a period

to explain why labor union membership grew so rapidly between 1930 and 1940.

1. Supplementary Reading

Farley, James, Jim Farley's Story - The Roosevelt Years
Faulkner, Harold, From Versailles to the New Deal
Leuchtenburg, William E., The Perils of Prosperity
Lilienthal, David, T.V.A.: Democracy on the March
Mitchell, Broadus, Depression Decade, 1929-1941
Perkins, Dexter, The New Age of Franklin Roosevelt, 1932-1945
Rauch, Basil, The History of the New Deal
Soule, George, Prosperity Decade, From War to Depression, 1917-1929
Wecter, Dixon, The Age of the Great Depression
Allen, Frederick L., Since Yesterday
Sullivan, M., Our Times
Adams, S.H., The Incredible Era
Barnes, M.A., Within This Present
Hinshaw, D., Herbert Hoover, American Quaker
Hoover, H., Memoirs
Neuberger, R.L. and Kahn, S.B., Integrity, The Life Story of George W. Norris
Richards, W.C., Last Billionaire
Allen, Frederick L., The Big Change: America Transforms Herself, 1900-1950
Beard, C.M., America in Mid-Passage
Brogan, D.W., The Era of Franklin Roosevelt
Moley, R., After Seven Years
Rodell, F., Nine Men: A Political History of the Supreme Court of the U.S.
Burns, J.M., Roosevelt: The Lion and the Fox
Gunther, J., Roosevelt in Perspective: A Profile in History
Jones, N., Still to the West
Menken, H.L., Prejudices
Nevins, Allan, The New Deal of World Affairs
Shannon, David, The Great Depression
Loront, S., F.D.R.: A Pictorial Biography
Roosevelt, Eleanor, This I Remember
Tully, G., FDR, My Boss
Schlesinger, Arthur M. Jr., The Age of Roosevelt: The Crisis of the Old Order

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RIAL, AND RECOVERY, 1920-1940

INSTRUCTIONAL MATERIALS

Roosevelt Years
New Deal
Prosperity
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929-1941
Roosevelt,

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A Profile

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oosevelt:

Allen, Frederick L., Only Yesterday
Bryn-Jones, David, Frank B. Kellogg
Burlingame, Roger, General Billy Mitchell, Champion of Air Defense
Gunther, John, Roosevelt in Retrospect: A Profile in History
Hicks, John D., Republican Ascendency, 1921-1933
Lewis, Sinclair, Babbitt
Lewis, Sinclair, Main Street
Warren, Robert Penn, All the King's Men
White, William Allen, A Printer in Babylon. The Story of Calvin Coolidge
Zugsmith, Leane, A Time To Remember
Tunis, J., Son of the Valley
Bilren, B., Twentieth Century Unlimited
Cremins, L.A. and Borrowman, M.L., Public Schools in Our Democracy
Howard, Jr.T. and Mendel, A., Our Contemporary Composers
Keepnews, O., Pictorial History of Jazz
Barrymore, Lionel, We Barrymores
Byrd, Richard E., Alone
Graham, F., Lou Gehrig, A Quiet Hero
Lindbergh, Charles, Spirit of St. Louis
Cournos and Cournos, Famous Modern American Novelists
Lengyel, E., America's Role in World Affairs
Stimson, H.L., On Active Service in Peace and War
Ambler, Eric, Journey Into Fear
Hersey, John, The Wall
Hull, Cordell, Memoirs
Lewis, Sinclair, It Can't Happen Here
Sherwood, Robert, Roosevelt and Hopkins: An Intimate History

2. Records

F.D.R. Speaks, Decca, 9628
I Can Hear It Now, Volume 1, Columbia Record, 1933-45
I Can Hear It Now, Volume 3, Columbia Record, 1919-29

3. Films (BAVI)

8135	F.D.R. from the series And the World Listened
0688	F.D.R.
2626	The Golden Twenties
2627	The Golden Twenties
1769	Problem of Relief
2149	Supreme Court
2299	Two Decades of History, 1927-47
1185	Land of Liberty, 1890-1938

4. Filmstrips

The Roaring Twenties
The Great Depression (in school libraries)

5. Transparency

U.S. History, Keuffel and Esser

ADDITIONAL REFERENCES CONCERNING NEGROES IN AMERICAN HISTORY: UNIT V

(All of these references may not be available in any one school library.
librarian be requested to develop a bibliography of materials available wh

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American Heritage, The Twenties (August 1965). New York: Simon & Schuster, 1966. Pages 56-64 on K.K.K. in Indiana.

Bird, Caroline, The Invisible Scar. New York: McKay, 1965. Concerns depressions effect with many references to Negroes.

Bontemps, Arna, Story of the Negro. New York: Knopf, 1958. Pages 199-213 cover 1920 to 1940 period.

Bontemps, Arna, We Have Tomorrow. Boston, Mass: Houghton Mifflin, 1945. Stories of 12 promising young Negroes.

Bowen, David, The Struggle Within. New York: Norton, 1965. Deals with many questions about race relations and civil rights.

Davis, Mac, 100 Greatest Sport Heroes. New York: Grosset & Dunlap, 1958. Sections on Henry Armstrong, Joe Louis, Jesse Owens.

Davis, John P., The American Negro Reference Book. Englewood Cliffs, N. J: Prentice-Hall, 1965. Pages 65-74 covers 1920-1940 period, other sections deal with various aspects of life and the Negroes' participation and contributions.

Eaton, Jeannette, Trumpeters Tale. New York: Morrow, 1955. Biography of young Louis Armstrong.

Fleming, Alice, Great Women Teachers. Philadelphia, Pa: Lippincott, 1965. Chapter on Mary McLeod Bethune.

Forsee, Aylesa, American Women Who Scored Firsts. Philadelphia, Pa: Macrae Smith, 1958. Chapter on Marian Anderson.

Ginsberg, E., a
Twentieth Ce
Pages 147-26

Hollander, Zand
tieth Century
Sections on

Holt, Rackham,
N. Y: Double

Hughes, Langston
Dodd, 1954.
Bunche, Maria

Hughes. L., and
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Effie Newsome
Jesse R. Faus
A. Brown, Cla
Bontemps, Cou
J. Hayes, Fra

Hughes, L., and
Negro in Amer
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New York: Me

Manber, David,
1967. Biogra

Means, Florence,
Houghton Miff

IN AMERICAN HISTORY: UNIT V

lable in any one school library. It is suggested that the school
iography of materials available which are appropriate to the unit.)

REFERENCES

1965). New
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York: McKay,
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York: Knopf,
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ork: Norton,
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Henry Armstrong,

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other sections
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ork: Morrow,
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. Chapter on

Ginsberg, E., and Berman, H., The American Worker in the Twentieth Century. New York: Macmillan, 1963. Pages 147-264 cover the 1920 to 1940 period.

Hollander, Zander, Great American Athletes of the Twentieth Century. New York: Random House, 1966. Sections on Joe Louis and Jesse Owens.

Holt, Rackham, George Washington Carver. Garden City, N. Y: Doubleday, 1942. Biography.

Hughes, Langston, Famous American Negroes. New York: Dodd, 1954. Chapters on A. Philip Randolph, Ralph Bunche, Marian Anderson.

Hughes, L., and Bontemps, Arna, The Poetry of the Negro. Garden City, N. Y: Doubleday, 1949. Poems of William S. Braithwaite, Angelina W. Grimke, Anne Spencer, Effie Newsome, Georgia D. Johnson, Fenton Johnson, Jesse R. Fausett, Jean Toomer, Frank Horne, Sterling A. Brown, Clarissa S. Delaney, Langston Hughes, Arna Bontemps, Countee Cullen, Jonathan H. Brooks, Donald J. Hayes, Frank M. Davis, Waring Cuney, Helene Johnson.

Hughes, L., and Meltzer, M., A Pictorial History of the Negro in America. New York: Crown, Rev. ed. Pages 268-291 cover the period from 1920 to 1940.

Kugelmass, J. Alvin, Ralph J. Bunche: Fighter for Peace. New York: Messner, 1962. Biography.

Manber, David, Wizard of Tuskegee. New York: Macmillan, 1967. Biography of George Washington Carver.

Means, Florence, Carvers', George. Boston, Mass: Houghton Mifflin, 1952. Biography.

Meltzer, M., and Meier, A., Time of Trial, Time of Hope: The Negro in America, 1919-1941. Garden City, N. Y: Doubleday, 1966. Topics include life of Negro in early 1900's, Negro migration to cities, white resistance, riots, the new Negro, renaissance, effect of depression, support Roosevelt, New Deal, The C.I.O., 1941 march on Washington.

Miller, Herman P., Poverty: American Style. Belmont, Calif: Wadsworth, 1966. Contains some information about Negro poor in 1920 to 1940 period.

Newman, Shirlee P., Marian Anderson. Philadelphia, Pa: Westminster, 1966. Biography.

Riis, Jacob, How the Other Half Lives. Gloucester, Mass: Peter Smith, 1959.

Rollins, C. H., Famous American Negro Poets. New York: Dodd, 1965. Poems and biographical sketches of William S. Braithwaite, Effie Lee Newsome, Arna Bontemps, Langston Hughes, and Countee Cullen.

Rollins, C. H., Famous Negro Entertainers of Stage, Screen, and TV. New York: Dodd, 1967. Chapters on Marian Anderson, Louis Armstrong, Josephine Baker, "Duke" Ellington, Paul Robeson, Bill "Bojangles" Robinson, Thomas "Fats" Waller.

Rollins, C. H., They Showed the Way. New York: Crowell, 1964. Chapters on Mary McLeod Bethune, George W. Carver, W. E. B. DuBois, W. C. Handy, James W. Johnson, Carter G. Woodson, Henry O. Tanner.

Shippen, Katherine, This Union Cause. New York: Harper & Row, 1959. Pages 127-160 cover the 1920 to 1940 period.

Spangler, Earl, The Negro in America. Minneapolis, Minn: Lerner, 1966. Pages 43-50 cover the 1920 to 1940 period.

Sterling, Dorothy, and Quarles, B., Lift Every Voice. Garden City, N. Y: Doubleday, 1965. Biographies of W. E. B. DuBois, Mary C. Terrell.

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R. Natha
Father D
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Johnson,
B. Harri
Alain Lo
Robinson
Robert C

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Sterne, Emma G., Mary McLeod Bethune. New York: Knopf, 1957. Biography.

Swift, Hildegarde H., North Star Shining. New York: Morrow, 1947. Pages 20-33 on Negroes up to 1940.

Wynes, C. E., The Negro in the South Since 1865. Ala: U. of Alabama. Essays on different aspects of Negro life.

Year, Editors of, Pictorial History of the American Negro. Maplewood, N. J: Hammond, 1964. Pages 48-55 cover the period from 1920 to 1940.

International Book Co., Historical Negro Biographies. New York: Books, Inc., 1967. Biographies on many famous Negroes including Marian Anderson, Louis Armstrong, Mary McLeod Bethune, William Braithwaite, Ralph Bunche, George W. Carver, Countee Cullen, Benjamin O. Davis, William L. Dawson, Oscar DePriest, R. Nathaniel Dett, W. E. B. DuBois, Duke Ellington, Father Devine, Marcus Garvey, W. C. Handy, William H. Hastie, Roland Hayes, Langston Hughes, J. Rosamond Johnson, James W. Johnson, Eugene K. Jones, Richard B. Harrison, Harry T. Burleigh, E. Franklin Frazier, Alain Locke, A. Philip Randolph, Paul Robeson, Bill Robinson, Joe Louis, Ethel Waters, Charles S. Wesley, Robert C. Weaver, Carter G. Woodson.

EVALUATION FOR UNIT V
(Sample Questions)

LEVEL I	LEVEL II
Describes, defines, makes an analogy, identifies, or classifies (fact...specific)	Shows relationships among ideas, makes comparisons, recognizes principles
The---amendment outlawed liquor in the U. S. (a) 17th, (b) 18th, (c) 15th, (d) 21st	How many of the following are examples of reform legislation: (a) Alien Act of 1917, (b) 21st Amendment, (c) 18th Amendment, (d) 19th Amendment
The president during the 20's whose weak leadership resulted in corruption was (a) Wilson, (b) Cox, (c) Harding, (d) Hoover	Cite positions taken by the executive branch in regard to reform legislation which reflect a change in leadership from Wilson to Harding. Use laws passed during terms of these presidents to support your answer.
Two men convicted of a crime due to an atmosphere of hysteria were (a) Coolidge and Harding, (b) Capone and Jenna, (c) Sacco and Vanzetti, (d) Smith and Forbes	Which of the labor unions below was considered to be most radical by the general public: (a) C.I.O., (b) A.F.L., (c) United Mine Workers, (d) I.W.W.

EVALUATION FOR UNIT V
(Sample Questions)

LEVEL II	LEVEL III
relationships among ideas, comparisons, recognizes ples	Usually explains, justifies, interprets, or predicts (theory...abstract)
ny of the following are es of reform legislation: ien Act of 1917, (b) 21st ent, (c) 18th Amendment, th Amendment	Support or reject the contention "You can't legislate morality." (Use the 1920's as the basis of your answer.)
ositions taken by the ive branch in regard to legislation which reflect ge in leadership from to Harding. Use laws during terms of these ents to support your .	The League of Nations had many difficulties during its existence. Which of the following problems was the most insurmountable? (a) lack of use of force, (b) shortage of funds, (c) non-membership of the most powerful nation, (d) ineffective leadership. Support your answer with a paragraph.
of the labor unions below nsidered to be most radi- the general public: I.O., (b) A.F.L., (c) Mine Workers, (d) I.W.W.	Analyze the statements below. Which one is an example of labeling during the 20's and 30's? (a) Many farmers were uneducated. (b) A strike is a radical move. (c) Some immigrants are difficult to assimilate. (d) Immigrants are a radical group.

UNIT VI

THEMES IN CONTEMPORARY UNITED STATES HISTORY,

1940 - Present

UNIT VI THEMES IN CONTEMPORARY UNITED STATES HISTORY, 1940-Present

OVERVIEW

The period 1940 to the present is the time in which the American people were in the process of realizing their position of world leadership. While striving to maintain peace, they became involved in World War II; and an even greater frustration of their efforts for peace was the development of the Cold War. This has been a period in which America accepted responsibility for improving the social and economic conditions of a greater part of the world.

At the same time, the struggle to maintain prosperity, and the effort to assure equal rights to all segments of our society, has occupied the attention of our people.

COMMENTARY TO THE TEACHER

A study of the period 1940 to the present can involve the student in an understanding of the issues and problems facing the world today. A teacher should capitalize on current issues, connecting them to past events and problems.

While many treatments of this era lack the perspective of time, the teacher must help the student understand the conflicting and often subjective data which must be used to interpret this period.

UNIT OUTLINE

THEMES IN CONTEMPORARY UNITED STATES HISTORY, 1940-Present

I. Involvement in World Conflict

  A. World War II
    1. Pre-involvement actions
    2. Wartime efforts
    3. International agreements
    4. Situation at the end of the war
  B. Cold War
    1. National security
    2. International alliances
    3. Economic programs
  C. Military Confrontations
    1. Berlin
    2. Korea
    3. Formosa
    4. Lebanon
    5. Viet Nam

II. Domestic Policies and Developments

  A. Changes in the federal government
  B. Changes in state and local government
  C. Changes in concern for the individual
  D. Concern for internal security

III. Human Relations
  A. Civil rights
  B. Effects of technological changes
  C. Effect of population concentration
  D. Effects of mass culture

CONCEPTS	
I. Differences in political institutions and ideologies often lead to conflicts among and within societies.	1. Nations take action t 2. Nations use economic m 3. Nations create allianc in the world. 4. Nations attempt to cr themselves, throughout 5. Social and political s able or unfavorable o
II. The form and complexity of governmental systems varies in time and with societies.	1. Political institutions to increased involveme 2. Areas of state and loc changing. 3. The federal government on individual welfare. 4. Federal programs encou are attempts to creat

ES HISTORY, 1940-Present

UNDERSTANDINGS

Nations take action to guarantee their own security.

Nations use economic means to gain certain ends.

Nations create alliances to seek a favorable balance of power in the world.

Nations attempt to create political situations favorable to themselves, throughout the world.

Social and political situations which are perceived to be favorable or unfavorable often influence political developments.

Political institutions of the United States change in response o increased involvement in domestic and international problems.

reas of state and local government responsibility are constantly changing.

The federal government continued to increase its direct effect on individual welfare.

Federal programs encouraging exchange of peoples and ideas are attempts to create understanding and peace in the world.

STUDENT LEARNING EXPERIENCES

1. Students study the Selective Service Act of 1940, Lend Lease Agreements, and th
   these were actions to guarantee our security. Determine what provoked these ac
2. Students study the establishment of the United Nations. Explain how this was a
   security. Decide what sections of the U.N. Charter insured our security.
3. Study NATO, SEATO, and OAS and how these have operated to guarantee our securit
4. Students analyze America's role in confrontations between different ideologies
   German division, Berlin Blockade, North and South Korea, Formosa, Suez, Cuba, B
   South Viet Nam. Debate the issue that these were necessary to protect our secu
5. Students study the economic measures used after W.W. II by the United States to
   our security. Use the Truman Doctrine, Marshall Plan, Point Four Program, All
   and A.I.D. to show this policy in action.
6. Study the governments of Formosa, South Korea, South Viet Nam and the Dominican
   exerted by the United States towards their establishment and maintainance.
7. Portray social and political situations in the Congo, Cuba, Indonesia, and Egyp
   unfavorable political results for the United States.

1. Study the constitutional amendments since 1945. Report on the interests which
2. Cabinet departments have changed in purpose and title since 1945. Investigate
   for them.
3. Study the Hoover Commission recommendations. Develop criteria for establishing
   changes.
4. Investigate the major concerns of the two new states, Alaska and Hawaii, and co
   Arizona and New Mexico when they were new states.
5. Students research the reapportionment decisions of the U.S. Supreme Court. Rep
   the change.
6. Students research the extension of federal aid to states and local governments
   federal controls.
7. Compare Eisenhower administration policy on federal ownership of business to th
   State the difference in philosophy behind the contrasting policies. Use the ex
   St. Lawrence Seaway, and others.
8. Investigate federal programs, such as G.I. Bill, Social Security, Job Corps, Ke
   student reports on arguments supporting and opposing these programs.
9. Report on local governmental problems in dealing with individual welfare. Expl
   have been proposed. (Materials - Pages 256-258 in The American Negro by Logan
   in The Negro in America by Cuban.)

STUDENT LEARNING EXPERIENCES

e Service Act of 1940, Lend Lease Agreements, and the Atlantic Charter. Show how
ntee our security. Determine what provoked these actions.
hment of the United Nations. Explain how this was an attempt to protect our own
ions of the U.N. Charter insured our security.
and how these have operated to guarantee our security.
role in confrontations between different ideologies since 1945, i.e...East-West
ckade, North and South Korea, Formosa, Suez, Cuba, Berlin Crisis, and North and
issue that these were necessary to protect our security.
measures used after W.W. II by the United States to discover how they effected
an Doctrine, Marshall Plan, Point Four Program, Alliance for Progress, Peace Corps,
icy in action.
rmosa, South Korea, South Viet Nam and the Dominican Republic. Depict influence
s towards their establishment and maintainance.
l situations in the Congo, Cuba, Indonesia, and Egypt that have had favorable or
ts for the United States.

endments since 1945. Report on the interests which supported and opposed these change
anged in purpose and title since 1945. Investigate these changes and the reasons

recommendations. Develop criteria for establishing a priority list of proposed

rns of the two new states, Alaska and Hawaii, and compare them to the concerns of
they were new states.
portionment decisions of the U.S. Supreme Court. Report on rural opposition to

sion of federal aid to states and local governments and the extent of accompanying

ration policy on federal ownership of business to that of the Truman administration.
losophy behind the contrasting policies. Use the examples: off-shore oil, T.V.A.,
hers.
s, such as G.I. Bill, Social Security, Job Corps, Kerr-Mills, and Medicare. The
s supporting and opposing these programs.
l problems in dealing with individual welfare. Explain alternative solutions that
ials - Pages 256-258 in The American Negro by Logan and Cohan, Pages 119-129
Cuban.)

CONCEPTS	UNDERSTANDI
II. The form and complexity of governmental systems varies in time and with societies. (continued)	
III. Present day social, political, and economic problems are outgrowths of previous historical situations.	1. Civil rights problems cont
	2. The division of power betw always been an area of con
	3. Inflation often occurs duri by a brief recession and t
	4. Full employment has existe the Depression.
	5. Crimes against person and cern since W. W. II.

RY UNITED STATES HISTORY, 194[illegible]-Present

UNDERSTANDINGS

1. Civil rights problems continue to concern the American public.
2. The division of power between national and state governments has always been an area of conflict within our federal system.
3. Inflation often occurs during a war period and is then followed by a brief recession and then inflation.
4. Full employment has existed as a desirable goal in America since the Depression.
5. Crimes against person and property have caused increasing concern since W. W. II.

STUDENT LEARNING EXPERIENCES

10. Students investigate the Fulbright student exchange system, and its effect. Hav
and cons of the value of such a program.
11. Students study other exchange programs, such as: "city to city", A.F.S. program
grams. Evaluate the success of one of these programs, using its own purposes a
12. Study the International Education Bill introduced in the 1966 session of Congres
implications for better international understanding.

1. Trace the development of the Civil Rights Movement in America. Discuss changes
since W. W. II. Determine if the Negro changed his methods of attaining civil r
(Materials - Pages 200-203, 209-211, 212-216, 216-219, 224, 225, 229-237, 237-2
264 in The American Negro by Logan and Cohen, pages 130-139, 140-152, 153-162, 1
America by Cuban, pages 141-143, 144-172 in The Negro in American Life by Wade,
to American Past by Bowes.)
2. Discover information to explain the causes for increased resistance to Negro civ
cluding Klan activities. Investigate different methods used by people with this
201-202, 203, 206-207, 211-212, 229-237, 240-241, 243, 252, 261-264 in The Ameri
Cohen, pages 130-139, 140-152, 153-162, 163-167 in The Negro in America by Cuban
3. Study the Tide Lands Oil Controversy. Depict how this indicates a conflict betw
authority.
4. Discover how the desegration of schools illustrates a conflict between federal a
Determine which government is most concerned about the welfare of the Negro. (M
in The American Negro by Logan and Cohen, pages 141-143 in The Negro in American
152 in The Negro in America by Cuban.
5. Define inflation. Study inflation during W. W. II. Determine what governmental
6. Study the inflation of the 1920's and contrast this with the inflation of the 6
under which inflation is harmful and when it should be controlled.
7. Have students study the programs initiated to reduce unemployment since the Depre
effectiveness and what problems still remain. Point out new problems that are b
effectiveness of such programs for whites and non-whites. (Materials - Pages 1
American Negro by Logan and Cohen.)
8. Invite a Madison police officer or an F.B.I. agent to discuss the types of crime
Madison area. Have him attempt to explain any possible reasons for the type of
9. Compare the crime rate in Madison since W. W. II with the national crime rate.
cates about Madison as a place to live.

STUDENT LEARNING EXPERIENCES

e Fulbright student exchange system, and its effect. Have a panel discuss the pros
f such a program.
change programs, such as: "city to city", A.F.S. program, and teacher exchange pro-
ccess of one of these programs, using its own purposes as the criteria.
Education Bill introduced in the 1966 session of Congress in terms of its
international understanding.

f the Civil Rights Movement in America. Discuss changes if any that have occurred
ine if the Negro changed his methods of attaining civil rights since W. W. II.
-203, 209-211, 212-216, 216-219, 224, 225, 229-237, 237-244, 245-254, 255-258, 259-
ro by Logan and Cohen, pages 130-139, 140-152, 153-162, 163-176 in The Negro in
141-143, 144-172 in The Negro in American Life by Wade, pages 491-496 in Avenues
es.)
explain the causes for increased resistance to Negro civil rights activity, in-
. Investigate different methods used by people with this goal. (Materials - Pages
211-212, 229-237, 240-241, 243, 252, 261-264 in The American Negro by Logan and
40-152, 153-162, 163-167 in The Negro in America by Cuban.)
l Controversy. Depict how this indicates a conflict between federal and state

ation of schools illustrates a conflict between federal and state authority.
ent is most concerned about the welfare of the Negro. (Materials - Pages 230-237
y Logan and Cohen, pages 141-143 in The Negro in American Life by Wade, pages 140-
rica by Cuban.
y inflation during W. W. II. Determine what governmental controls were instituted.
the 1920's and contrast this with the inflation of the 60's. Discuss conditions
s harmful and when it should be controlled.
programs initiated to reduce unemployment since the Depression. Determine their
problems still remain. Point out new problems that are being created. Compare
rograms for whites and non-whites. (Materials - Pages 188-192, 256-258 in The
and Cohen.)
officer or an F.B.I. agent to discuss the types of crime most prevalent in the
attempt to explain any possible reasons for the type of crime in Madison.
in Madison since W. W. II with the national crime rate. Discuss what this indi-
a place to live.

UNIT VI THEMES IN CONTEMPORARY UNITED STATES HISTORY, 194[illegible]-Present

CONCEPTS	UNDERSTANDI
IV. Human experience is continuous and interrelated; change is an ever present factor in human and social development.	1. America's space program is military technology; reacti stimulated its growth. 2. The impact of automation an far reaching effects on Ame 3. Breakthroughs in medical te vaccine, miracle drugs, org in surgery and psychiatry) dispelled much human misery created new problems of ol 4. Increased leisure time and has created greater public and facilities. 5. Working women have become a American work force since W 6. Mass culture has become a t increased urbanization, imp mobility. The search for i cated by these same situati 7. America has enjoyed a postw cation unparalleled in all 8. Increased educational attai led to a "cultural explosio emphasis on architecture an 9. Increased civil rights and led to an increasing number ship capabilities in variou

UNDERSTANDINGS

1. America's space program is a direct outgrowth of changing military technology; reaction to Soviet space successes has stimulated its growth.

2. The impact of automation and cybernation has had tremendous and far reaching effects on American business and society.

3. Breakthroughs in medical technology (such as polio and measles vaccine, miracle drugs, organ transplants, and new techniques in surgery and psychiatry) have increased our life span and dispelled much human misery. These same breakthroughs have created new problems of old age and world over-population.

4. Increased leisure time and more discretionary disposable income has created greater public demand for recreation opportunities and facilities.

5. Working women have become an increasingly large segment of the American work force since World War II.

6. Mass culture has become a truly national phenomena through increased urbanization, improved communication and greater mobility. The search for individual identity has been complicated by these same situations.

7. America has enjoyed a postwar boom in public and higher education unparalleled in all of human history.

8. Increased educational attainment, income, and urbanization has led to a "cultural explosion" in the United States with new emphasis on architecture and the arts.

9. Increased civil rights and job opportunities for Negroes have led to an increasing number of Negroes exhibiting their leadership capabilities in various fields of activity.

STUDENT LEARNING EXPERIENCES

1. Student debate; Resolved: America could better spend the millions allocat
social and political problems here and abroad.
2. Have students study the bomber vs. missile controversy and the effects tha
of our military technology and our space program.
3. Invite a physician into the classroom to discuss recent advances in surger
4. Have students prepare reports dealing with recent medical breakthroughs in
disease, etc.
5. Have a panel study the Surgeon-General's report on cigarette smoking and h
the class.
6. Conduct research to find some industries that have greatly effected automa
negative situations resulting from this automation.
7. Investigate the expansion of the state park system in Wisconsin. Discuss
increased mobility, and the "camping boom" on our state park system.
8. Go through the morning or evening paper and find out how many different ty
to the public on a given evening. Compare this total to Chicago or Tomah.
9. Have each student prepare a paper showing the number of working wives vs.
and use it for a discussion of why the results are what they are. Relate
and 1944.
10. Through TV Guide or a similar publication do an analysis of TV fare. Exam
dominate prime viewing hours to determine "public" preferences. Try to de
in fact, represent public preferences. Examine a TV magazine from 1955 an
11. Compare your home with the "typical" American household pictured on TV. E
of glamour or prestige articles on yourself and others.
12. Through an assembled group of records discuss changes in style and subject
music since 1945.
13. Do a class analysis of best-selling novels and the funny papers.
14. Relate the National Defense Education Act and subsequent revisions to chan
15. Through a series of graphs and charts compare per capita spending on publi
the U. S. Compare literacy rates and college graduate percentages between
16. Contrast the Seagram Building, the Johnson Wax Building, the IBM Building,
others with the traditional office building. Explain why companies seek t
with unique architectural forms. Survey the architectural styles of recen
relate them to traditional church architecture.
17. Create a list of major symphony orchestras in the U. S. Relate their dist
communications and increased mobility.
18. Examine the number of cultural attractions found in Madison. Determine ho
19. Develop a bulletin board display on Negro contributions to American life.
differend fields of activity such as the arts, sciences, sports, music, ed
(Materials - Pages 203-206, 217-226, 239-243, 258-259 in The American Negr
152-157, 163-166, 167-168 in The Negro in American Life by Wade.)

STUDENT LEARNING EXPERIENCES

: America could better spend the millions allocated to our space program to alleviate
blems here and abroad.
bomber vs. missile controversy and the effects that it has had on the development
gy and our space program.
the classroom to discuss recent advances in surgery, internal medicine, and psychiatry.
ports dealing with recent medical breakthroughs in polio, TB, burn treatment, heart

urgeon-General's report on cigarette smoking and health and report these findings to

some industries that have greatly effected automation and analyze the positive and
lting from this automation.
n of the state park system in Wisconsin. Discuss the effects of improved highways,
the "camping boom" on our state park system.
r evening paper and find out how many different types of entertainment are available
evening. Compare this total to Chicago or Tomah.
e a paper showing the number of working wives vs. non-working wives. Graph the total
ion of why the results are what they are. Relate this to working women in 1900, 1930,

milar publication do an analysis of TV fare. Examine the types of programs which
ours to determine "public" preferences. Try to decide whether or not these programs,
c preferences. Examine a TV magazine from 1955 and report on changes.
he "typical" American household pictured on TV. Examine the effect of advertising
rticles on yourself and others.
up of records discuss changes in style and subject matter in American "popular"

est-selling novels and the funny papers.
nse Education Act and subsequent revisions to changes in the Madison Public Schools.
hs and charts compare per capita spending on public education from state to state in
acy rates and college graduate percentages between the U. S. and other selected countries.
lding, the Johnson Wax Building, the IBM Building, National Guardian Life Building and
nal office building. Explain why companies seek to identify their headquarters buildings
l forms. Survey the architectural styles of recently built churches in Madison and
al church architecture.
ymphony orchestras in the U. S. Relate their distribution to urbanization, expanded
ased mobility.
ltural attractions found in Madison. Determine how and by whom they are supported.
display on Negro contributions to American life. Include lists of Negro leaders in
vity such as the arts, sciences, sports, music, education, military, government, etc.
6, 217-226, 239-243, 258-259 in The American Negro by Logan and Cohen, pages 144-148,
in The Negro in American Life by Wade.)

LANGUAGE ARTS CORRELATION

Approach

The correlation in this unit can be accomplished through debates, symposiums, and class discussions to study issues of the period from 1940 to the present. Audiovisual resources can be used as a point of departure.

Sources

1. 33-1/3 Records
   Project XX Not So Long Ago, LOC-1055, RCA
   (Campaign speeches and music of 1940 to present)
   Show Biz, LOC-1011, RCA
   (Music of theatrical performers)
   I Can Hear It Now, vol. 2-3, Columbia
   (People and events of the time)
   American History of World War II, vol. 9-10, Educational Record Sales
   (People and events leading to World War II)
   Campaign 56, ERS
   (Presidential campaign)
   Presidential Inaugural Addresses, ERS
   (Roosevelt to Kennedy)
   Untypical Politician, ERS
   (Political speeches of presidential candidates)
2. Films
   1. The Decision To Drop the Bomb, EBF
      (former N.B.C. White Paper)
   2. World War II - Prologue U.S.A., 3811 BAVI
      NOTE: Other films dealing with issues the teacher might wish to present may also be used.
   3. The Hat, Sterling Educational Films, 241 East 34th St., New York, N.Y. 10016, free (Organization for World Peace-Disarmament)

-Present

	SKILLS TO BE DEVELOPED
	1. Debate skills.
s of es	2. Editorialism.
	3. Detection of propaganda.
	4. Detection of emotionalism.
	5. Discussion.
	6. Writing commentary.
	7. Listening.
nal	8. Evaluation of audiovisual materials.

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UNIT VI THEMES IN CONTEMPORARY U.S. HISTORY, 1940-Present

LANGUAGE ARTS CORRELATION

SKILLS TO BE DEVELOPED

Student Activities

1. Taking the decision to use the nuclear weapon on Hiroshima as a point of departure, debate the proposition Resolved: nuclear weapons should never have been used nor ever should be used against mankind.
2. Hold a symposium on the value of the U.N. to the world today.
3. Have a panel discussion on the United States' alleged role as protector of democracy in the world.
4. Have a debate on the pros and cons of our being in Viet Nam by resource persons. Demonstrate how adults use debate techniques. Students evaluate the debate using students' own selected criteria.
5. Listen to the speeches of candidates for president. Hold a class discussion on the propaganda, emotional techniques, and devices used to persuade people to accept the speaker's point of view.
6. Have students write an editorial which they slant toward a particular point of view on a current issue. Have them read the editorial to the class. Have the class evaluate the editorial to decide on the slant and its effectiveness.
7. Have students review previous units to discover evidence of civil rights movements. Select several groups to do this and also to examine this movement today. Have them present their findings to the class along with their suggestions on how to work toward a solution of the problem. Have a question and answer period followed by open discussion.

NOTE: The entire class should be prepared to join in the discussion with the understanding they must use research materials to support their statements.

AN ILLUSTRATIVE LESSON PLAN TO BE USED WITH UNIT V
PERTAINING TO WORLD WAR II

UNIT VI

THEMES IN CONTEMPORARY U.S. HISTORY, 1940-Pr

INTRODUCTION

IDEOLOGICAL RIVALRIES AND WORLD WAR II:

The problems that resulted from World War I led many nations to seek ex World War II was in part the result of this extremism.

(In developing the following assignments relate the following specific understandings framed within the context of the concepts developed in this u

ASSIGNMENT #1

Understandings:

1. After World War I the nations attempted to deal peacefully with the which followed the war.
2. The rise of the Communist dictatorship from the ruins of the Czar's a force opposed to democracy and to capitalism.
3. Economic factors brought dictators into power who became aggressive
4. The Second World War began with Axis victories. The entire world w domination.
5. The anti-Fascist nations united, turned the tide, and forced the su
6. Once again the nations of the world sought a lasting peace, but only success or failure.

Text Assignments:

The Adventures of the American People - pp. 595-641

Ewing, Communist Revolution - 369, 372, 374, 376
    Dictators - Post World War I Period - 374-376, 377, 382-384, 389,
    Second World War - 81, 132-133, 526-529, 595, 674, 679-682

Story of Civilization: Communist Revolution - 756, 758, 780, 795, 805
    Dictators - 256, 758-759, 799, 800, 803-804, 819, 824, 827-828,
    World War II - nothing

Story of Nations: Communist Revolution - 491-493, 499
    Dictators - 365, 383-386, 410-413, 491-500, 617, 626, 629
    World War II - 620, 640

Supplementary Reading:

Kennan, George F., Russia and the West. New York: Mentor Book, 1962

ILLUSTRATIVE LESSON PLAN TO BE USED WITH UNIT VI OF GUIDE
PERTAINING TO WORLD WAR II

UNIT VI

THEMES IN CONTEMPORARY U.S. HISTORY, 1940-Present

INTRODUCTION

RLD WAR II:

ted from World War I led many nations to seek extreme solutions to their problems.
result of this extremism.

owing assignments relate the following specific understandings to the more general
the context of the concepts developed in this unit.)

ASSIGNMENT #1

he nations attempted to deal peacefully with the economic and political problems
war.
munist dictatorship from the ruins of the Czar's Russia confronted the world with
democracy and to capitalism.
ought dictators into power who became aggressive toward weaker neighbors.
r began with Axis victories. The entire world was threatened with totalitarian

tions united, turned the tide, and forced the surrender of Italy, Germany, and Japan.
ons of the world sought a lasting peace, but only time will tell the degree of their
.

American People - pp. 595-641
tion - 369, 372, 374, 376
World War I Period - 374-376, 377, 382-384, 389, 524-526, 594
- 81, 132-133, 526-529, 595, 674, 679-682
Communist Revolution - 756, 758, 780, 795, 805
, 758-759, 799, 800, 803-804, 819, 824, 827-828, 832-833, 836, 838, 842
nothing
munist Revolution - 491-493, 499
, 383-386, 410-413, 491-500, 617, 626, 629
20, 640

ia and the West. New York: Mentor Book, 1962

AN ILLUSTRATIVE LESSON PLAN (continued)

Supplementary Reading (continued)

Moorehead, Alan, The Russian Revolution, New York: Bantam Books, 1958
Crossman, Richard, The God That Failed, New York: Bantam Books, 1964
Bullock, Allan, Hitler's Tyranny, New York: Harper & Row, 1964
Shub, David, Lenin, Baltimore, Md: Penguin, 1967
Kennan, George, Foreign Diplomacy Since 1900, New York: New American Library, 19

Filmstrips:

1. "Outbreak of World War II," 1939-1941, 47 frames, color
2. "Through the Periscope, Submarine Warfare," 50 frames

Small Group Topics: The rise of Communist dictatorship from the ruins of the Czar's
with a force opposed to democracy and capitalism.

1. Basic understanding: Under the Czars, Russian economy and government remain
people produced revolutionary movements.
2. Basic understanding: Defeat and crisis during World War I led to the overthr
lishment of a middle class provisional government.
3. Basic understanding: In November, 1917, Lenin began a Marxist dictatorship
and established the Soviet Union.
4. Basic understanding: Stalin emerged as Lenin's successor, speeded rapid indu
zation of agriculture, and purged his opposition to gain absolute personal po
5. Basic understanding: The Soviet Union pursued a policy of isolation and worl
until fear of Fascist aggression caused a search for allies.

ASSIGNMENT #2

Small Group Topics: Economic causes around the world brought dictators into power i
turned to aggression against weaker neighbors.

1. Basic understanding: Economic crisis and unemployment weakened governments,
opportunity to gain support and power.
2. Basic understanding: Italian Fascism maintained private enterprise under Mus
istic dictatorship.
3. Basic understanding: Bigotry and a desire for vengeance swept Hitler into po
for another war.
4. Basic Understanding: Military leaders of Japan seized Manchuria and establis
5. Basic understanding: The League of Nations seemed to be helpless before the
and the intervention in the Spanish Civil War.
6. Basic understanding: The Western Democracies met the Depression at home with
unable to unite against aggression.
7. Basic understanding: Appeasement failed to turn aside Axis aggression and on
desire for conquest.

ed)
n Revolution, New York: Bantam Books, 1958
That Failed, New York: Bantam Books, 1964
ranny, New York: Harper & Row, 1964
ore, Md: Penguin, 1967
lomacy Since 1900, New York: New American Library, 1952

II," 1939-1941, 47 frames, color
Submarine Warfare," 50 frames

f Communist dictatorship from the ruins of the Czar's Russia confronted the world
rce opposed to democracy and capitalism.

Inder the Czars, Russian economy and government remained backward, and discontented
ionary movements.
efeat and crisis during World War I led to the overthrow of the Czar and the estab-
ass provisional government.
n November, 1917, Lenin began a Marxist dictatorship which won a bitter civil war
iet Union.
talin emerged as Lenin's successor, speeded rapid industrialization and collectivi-
and purged his opposition to gain absolute personal power.
he Soviet Union pursued a policy of isolation and world revolution among the powers,
ggression caused a search for allies.

ASSIGNMENT #2

auses around the world brought dictators into power in more powerful nations, who
aggression against weaker neighbors.

Economic crisis and unemployment weakened governments, giving dictatorships the
pport and power.
Italian Fascism maintained private enterprise under Mussolini's system of militar-

Bigotry and a desire for vengeance swept Hitler into power, and Germany prepared

Military leaders of Japan seized Manchuria and established a dictatorship at home.
The League of Nations seemed to be helpless before the invasion of Ethiopia, China,
the Spanish Civil War.
The Western Democracies met the Depression at home with internal reforms, but were
aggression.
Appeasement failed to turn aside Axis aggression and only strengthened Hitler's

ASSIGNMENT #3

Small Group Topics: The Second World War began with Axis victories and the entire
totalitarian domination.

1. Basic understanding: German "Blitzkrieg" tactics won rapid conquest of mos
began war in the Mediterranean.
2. Basic understanding: German air power was halted in the Battle of Britain,
invasion of Russia.
3. Basic understanding: Japan attacked in the Pacific to win a vast empire, bu
into all-out war against the Axis.

ASSIGNMENT #4

Small Group Topics: The anti-Fascist nations united, turned the tide, and forced th
and Japan.

1. Basic understanding: The tide of battle turned against the Axis at Midway,
2. Basic understanding: American production armed the anti-Axis coalition, and
leading part in the defeat of the Axis.
3. Basic understanding: Italy was defeated in 1943; Germany was conquered in 1
after the impact of the first atomic bombs.

ASSIGNMENT #5

Small Group Topics: Once again the nations of the world sought a lasting peace, but
of their success or failure.

1. Basic understanding: During the war the Big Three of Russia, Great Britain,
ated for victory.
2. Basic understanding: The hope that these powers could work to bring about l

Vocabulary identification for entire unit:

"cash and carry"
appeasement
Neutrality Acts
Lend Lease
Atlantic Charter
"Arsenal of Democracy"

Cairo Conference
Yalta Conference
Dumbarton Oaks
Potsdam Conference
Office of Price Administration

N (continued)

ASSIGNMENT #3

World War began with Axis victories and the entire world was threatened with
in domination.

rman "Blitzkrieg" tactics won rapid conquest of most of Europe, while Mussolini
rranean.

rman air power was halted in the Battle of Britain, but the Nazis turned to the

apan attacked in the Pacific to win a vast empire, but brought the United States
t the Axis.

ASSIGNMENT #4

ascist nations united, turned the tide, and forced the surrender of Italy, Germany,

he tide of battle turned against the Axis at Midway, Stalingrad, and in North Africa.
merican production armed the anti-Axis coalition, and American forces played a
eat of the Axis.

taly was defeated in 1943; Germany was conquered in 1945; and Japan surrendered
first atomic bombs.

ASSIGNMENT #5

the nations of the world sought a lasting peace, but only time will tell the degree
uccess or failure.

uring the war the Big Three of Russia, Great Britain, and the United States cooper-

he hope that these powers could work to bring about lasting peace has not materialized.

ntire unit:

- Cairo Conference
- Yalta Conference
- Dumbarton Oaks
- Potsdam Conference
- Office of Price Administration

AN ILLUSTRATIVE LESSON PLAN (continued)

Map work:

As an aid to gaining visual understanding of the Second World War, students shou
exercises:

1. On an outline map of the world, locate, name, and color:
    a. Axis powers
    b. Maximum Axis control
    c. Allied Powers
    d. Neutral nations
2. Locate and name on a map of Europe
    a. Atlantic Ocean
    b. North Sea
    c. Baltic Sea
    d. Mediterranean Sea
    e. Black Sea
    f. Caspian Sea
    g. Adriatic Sea
3. Locate and name on a map of the Pacific
    a. Axis Powers
    b. Allied Powers
    c. Other geographic areas under control of Japanese by 1942

Depth Opportunities for entire unit:

Each student should take notes in preparation for a class discussion on how each
to final victory in World War II.

1. mobilization of American human and natural resources
2. cooperative military planning among the Allies
3. Hitler's mistakes
4. the two-way nature of Lend-Lease
5. Afro-European theater
6. Austro-Asian theater

In order to understand the problems associated with a wartime and a post-war eco
be able, after study, to suggest answers to the following problems:

Problem 1: What economic developments, resulting from preparations for Worl
made price control necessary?

Problem 2: Why are the problems of an economy like that of the United State
the opposite of the problems in time of depression?

Problem 3: At about what time in our history did the role and influence of t
affairs become significantly greater than it had been? What are
of increased governmental participation in the economy? What rea
made this occur when it did?

Problem 4: What factors account for the fact that the rate of economic growt
the long run, has been exceptionally good?

al understanding of the Second World War, students should complete the following

of the world, locate, name, and color:

control

ns
n a map of Europe
n e. Black Sea
f. Caspian Sea
g. Adriatic Sea
Sea
n a map of the Pacific

ic areas under control of Japanese by 1942

unit:

otes in preparation for a class discussion on how each of the following contributed
II.
erican human and natural resources
ry planning among the Allies

of Lend-Lease
ter
er

problems associated with a wartime and a post-war economy, each student should
st answers to the following problems:
mic developments, resulting from preparations for World War II and the war itself,
control necessary?
e problems of an economy like that of the United States during time of war almost
te of the problems in time of depression?
hat time in our history did the role and influence of the government in economic
come significantly greater than it had been? What are some of the specific examples
ed governmental participation in the economy? What reasons can you think of that
occur when it did?
rs account for the fact that the rate of economic growth in the United States, in
un, has been exceptionally good?

As a means of tying the past into the present, the student should draw compari following pairs:

1. Labor's bargaining position in the 1890's compared to the 1960's.
2. The farmer's problem of surplus in the 1890's compared to the early 19
3. The government's attitude toward unemployment in the 1890's compared t
4. The governments's role in maintaining prosperity in the 1890's compare

The student should conclude his study by generalizing about the important chan isons and the significant trends they indicate.

Students should prepare a chart detailing the important provisions and signifi American postwar policy:

1.	Truman Doctrine	6.	SEATO
2.	Marshall Plan	7.	Eisenhower Doctrine
3.	OAS	8.	Peace Corps
4.	Point Four	9.	Alliance for Progress
5.	NATO	10.	"The Johnson Doctrine"

(Evaluate success or failure of these programs)

In evaluating the record of the free market economy of the United States with the Soviet Union, each student should collect evidence relative to the strengths a the area of agriculture, industry, and labor. Suggested topics for research in th

1. Agriculture: Efficiency of production techniques and use of labor; ra standard of living; nature of problems; and determinatio
2. Industry: Rate of growth and productivity; efficiency of production t compatibility with democracy; production incentives; determ are to be produced; determination of who receives benefits
3. Labor: Efficiency of labor; role of labor unions; wage rates and work jobs; standard of living; status of women workers; use of slav

In order to develop the idea that the spirit in which foreign relations are co basic philosophy of a government, each member of the class, after research, should negative position on the following debate statement: Resolved: that the ends jus of foreign relations because good objectives cannot be achieved by evil means, and be a reflection of the goals.

AN (continued)

st into the present, the student should draw comparisons and contrasts between the

position in the 1890's compared to the 1960's.
m of surplus in the 1890's compared to the early 1960's.
titude toward unemployment in the 1890's compared to the 1960's.
role in maintaining prosperity in the 1890's compared to the 1960's.
his study by generalizing about the important changes represented in these compar-
s they indicate.

hart detailing the important provisions and significance of the following to

6. SEATO
7. Eisenhower Doctrine
8. Peace Corps
9. Alliance for Progress
10. "The Johnson Doctrine"

e of these programs)

the free market economy of the United States with the state controlled economy of
should collect evidence relative to the strengths and weaknesses of each economy in
ry, and labor. Suggested topics for research in these areas would include:
iency of production techniques and use of labor; rate of growth and productivity;
ard of living; nature of problems; and determination of goals.
growth and productivity; efficiency of production techniques and uses of labor;
ility with democracy; production incentives; determination of what and how goods
e produced; determination of who receives benefits of production.
of labor; role of labor unions; wage rates and working conditions; right to change
ard of living; status of women workers; use of slave labor.

a that the spirit in which foreign relations are conducted has much to say about the
t, each member of the class, after research, should take the affirmative or the
ing debate statement: Resolved: that the ends justify the means in the conduct
od objectives cannot be achieved by evil means, and by their nature the means must

INSTRUCTIONAL MATERIALS

1. Supplementary Reading

Allen, Frederick L., The Big Change
Barck, Oscar and Blake, Nelson, Since 1900
Berger, Carl, The Korea Knot: A Military Political History
Eisenhower, Dwight D., Crusade in Europe
Agar, Herbert, The Price of Power, America Since 1945
Gatzke, Hans W., The Present in Perspective
Goldman Eric F., The Crucial Decade, America 1945-1955
Lord, Walter, Day of Infamy
Mauldin, Bill, Up Front
Ryan, Cornelius, The Longest Day
Pyle, Ernest, Brave Men
Tregaskis, Richard, Guadalcanal Diary
Baker, Nina, Ten American Cities
Hoover, John Edgar, Masters of Deceit
Hughes, Donald J., Our Nuclear Energy
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EVALUATION FOR UNIT VI
(Sample Questions)

LEVEL I	LEVEL II
Describes, defines, makes an analogy, identifies, or classifies (fact...specific)	Shows relationships among ideas, makes comparisons, recognizes principles
The plan to give economic aid to Europe after W. W. II was (a) NATO, (b) SEATO, (c) Truman Doctrine, (d) Marshall Plan	Which of the following provides direct aid to the individuals of a country rather than general economic aid? (a) Marshall Plan, (b) Point Four Program, (c) Truman Doctrine, (d) Peace Corps
The program which provides income for retired persons is (a) Kerr-Mills, (b) Job Corps, (c) Medicare, (d) Social Security	Which of the following programs best reflect the Depression experience? (a) Social Security, (b) GI Bill, (c) Civil Rights Bill, (d) Fulbright Program
Automation is (a) unemployment, (b) running of a machine by a machine, (c) less efficient than human work, (d) more costly in the long run than previous methods	Automation is most related to (a) hand labor, (b) quality control, (c) human resources, (d) technological development

EVALUATION FOR UNIT VI
(Sample Questions)

LEVEL II	LEVEL III
Shows relationships among ideas, makes comparisons, recognizes principles	Usually explains, justifies, interprets, or predicts (theory...abstract)
Which of the following provides direct aid to the individuals of a country rather than general economic aid? (a) Marshall Plan, (b) Point Four Program, (c) Truman Doctrine, (d) Peace Corps	Put "M" in the blank if you would justify the item as military aid; "E" if you would justify the item as economic aid. (a)___Korea 1950-53, (b)___O.A.S., (c)___A.I.D. (d)___SEATO, (e)___Alliance for Progress, (f)___Berlin Blockade Write a statement to justify your choice in each case.
Which of the following programs best reflect the Depression experience? (a) Social Security, (b) GI Bill, (c) Civil Rights Bill, (d) Fulbright Program	The states rights controversy has long been present in American history. Certain laws have awakened interest in this controversy today. Which are they? (a)___GI Bill, (b)___Kerr-Mills Bill, (c)___Model Cities Plan, (d)___Civil Rights Bill of 1964
Automation is most related to (a) hand labor, (b) quality control, (c) human resources, (d) technological development	How can automation be both good and bad for the following groups? (a) labor, (b) management, (c) the public, (d) government